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# Freedom's ★ Frontier

*Ray Compton*

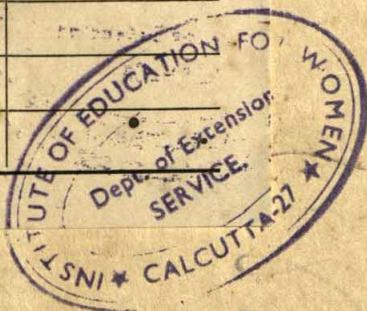




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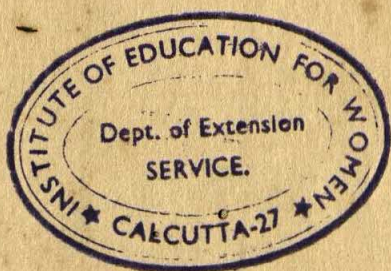
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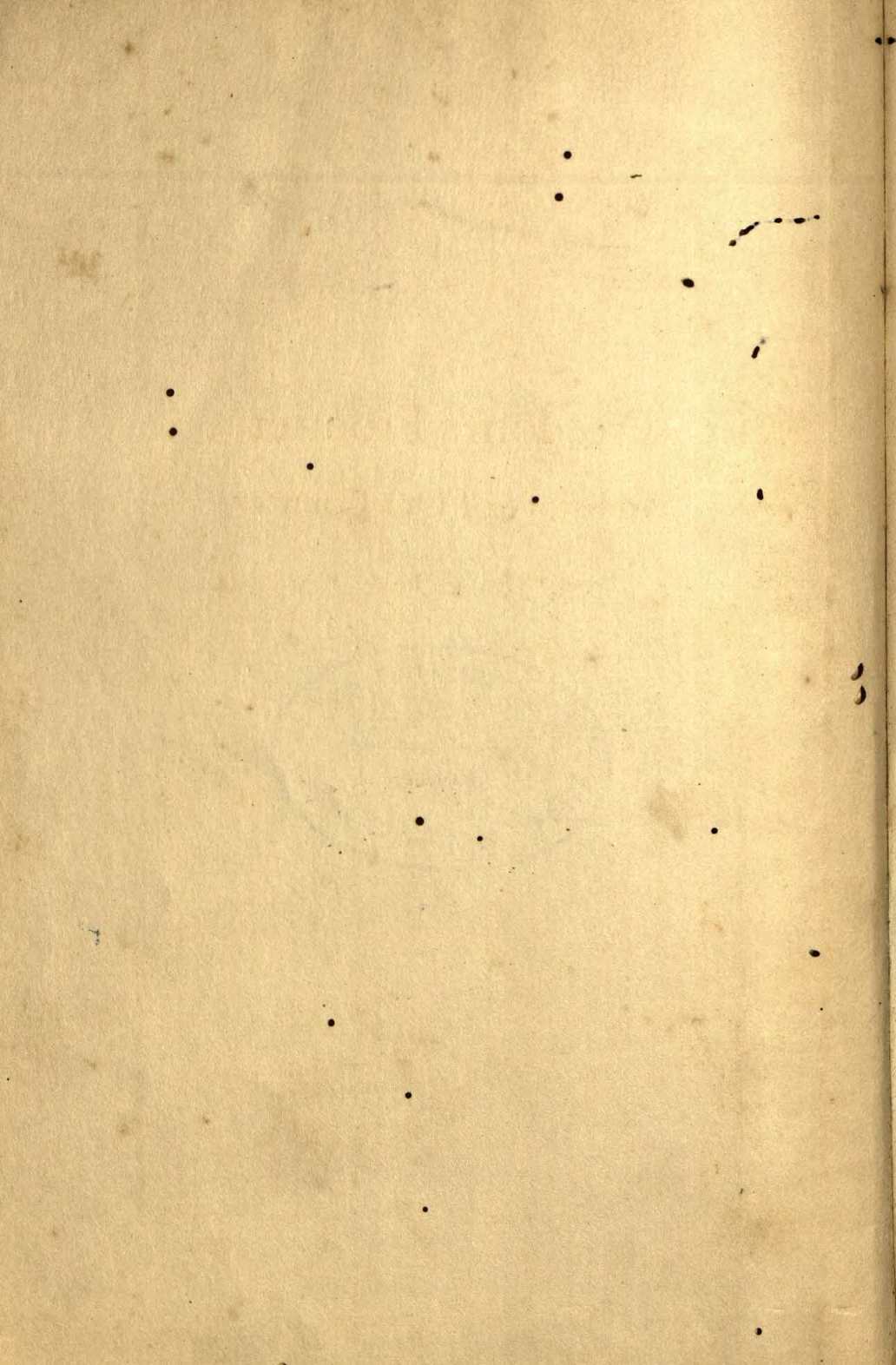




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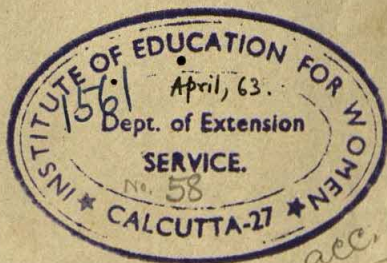




# Freedom's Frontier

## A History of Our Country

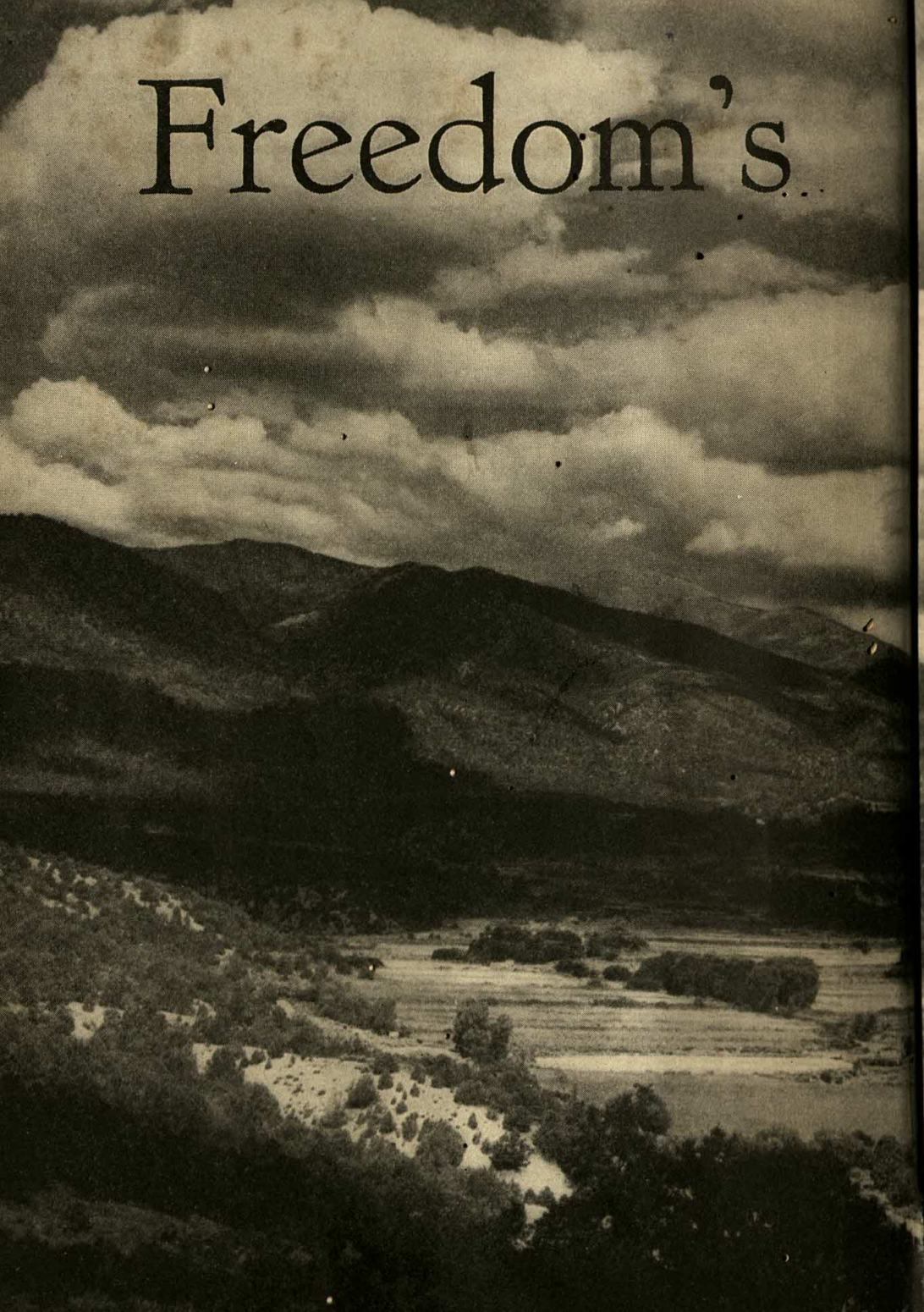
Book One



acc. No. 1561



# Freedom's





No. 1561

# Frontier

A History of Our Country

By

RAY COMPTON

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JUNIOR HIGH SCHOOL  
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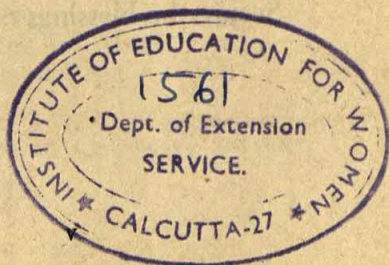


## Preface

Americans can be justly proud that our country has been a frontier where people have been able to explore, not only strange lands, but also new ideas of liberty and freedom. The story of that exploration is thrilling and inspiring: the courage of the pioneers, the determination of Washington, Jefferson's love of liberty, the human sympathy of Lincoln. We are even more proud as we realize that our ideal of a free government of the people has spread to many nations of the earth, and that millions of foreign people in these distant countries also think of America as *Freedom's Frontier*.

When we study our history, we come to realize the great destiny of our country and what it has done for the cause of liberty throughout the world. Then true Americans are all the more resolved that in the years to come our nation will continue to push *Freedom's Frontiers* farther on until there shall be peace and good will among all of the peoples of the earth. Our first task is to study, understand, and carry on the good things of our nation. We shall just as earnestly study to solve the problems that confront us so that all people will continue to look to America for ideals of liberty and justice.

Many men and women working in public education have helped greatly in the preparation of this book. That assistance is gratefully acknowledged. The author would dedicate this book to those educators, and to all others working with freedom's frontiersmen of tomorrow. Their work is often unrecognized, yet it is, nevertheless, the most important of our nation's tasks. It is their responsibility to work increasingly that freedom shall not perish, but shall, indeed, be extended to all peoples of the earth.







## *Freedom's Frontier*

The ideals of free, representative government are found  
in the preamble of our Constitution

Form a more perfect Union  
Establish justice  
Insure domestic tranquillity  
Provide for the common defence  
Promote the general welfare  
Secure the blessings of liberty



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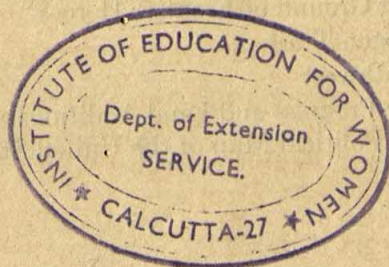
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# Unit One

## *Explorers Find Freedom's Frontier*

*Chapter 1. Spain and England Explore a New World*

*Chapter 2. Freedom's Frontier Is Explored by Many Nations*

This is a story of *Freedom's Frontier*. A frontier is a strange land where adventurous, hardy people explore and settle. Our own continent was a frontier for discontented people of the Old World. Some came searching for riches. More came wishing only to find a land where each could own a home, live, and worship far from the wars and oppressions of Europe. The men and women of olden times found such a land in America, and they were pleased. They stayed to build homes and raise families in a happy, free New World. This book is a story about those pioneers.

The people about whom we shall read found more than uncharted valleys and rivers. They found a better way to live without the tyranny of feudal lords and kings. Our adventurous forefathers established a new nation of liberty such as good people the world over had dreamed of for many centuries. This new unexplored idea of freedom was as much a frontier as the unknown buffalo plains of the Dakotas or the distant passes through the Rockies. Soon the people of other nations wanted this same liberty that Americans had discovered. This is a story of the pioneers who gave their lives to the great task of finding and exploring *Freedom's Frontier*.





The Statue of Liberty in New York harbor holds high the torch of liberty. This statue is a symbol that our nation is *Freedom's Frontier*. (Ewing Galloway)



## *Spain and England Explore a New World*

**Please Pass the Pepper.** The next time you sit at the family table and ask for the pepper shaker, you can truthfully say, "Here is one of the main reasons for the discovery of America—pepper." It is true that there were other reasons. But you can safely stick to your story that this important spice did as much as anything else to start the age of exploration.

For hundreds of years small quantities of pepper and other spices had been coming from the Spice Islands of the Indian Ocean to the countries around the Mediterranean Sea. Finally, two great emperors of China started to open a regular trade route between the Far East and western Europe.

Then it was that Marco Polo, an Italian merchant, returned from an adventurous journey across the desert to distant Cathay, which we call China. He brought back many stories and samples of silks and spices. Merchants followed after him over the trade routes leading across the lands that are now Turkey and Palestine, on over the desert trails and seas to India, the

Spice Islands, and China. The cargoes they carried were very precious, for the ladies of Europe prized the silks and perfumes. Most important of all, however, men and women alike demanded the spices of the East to season the plain food they ate in those early days.

When anything becomes as much in demand as pepper was in the days before the explorers, you can be sure it was very expensive. Indeed, it became so valuable that pepper berries were many times used for money. As the small boats and camel trains carried the precious stuff toward a hungry Europe, each port or country demanded tribute and taxes. Robbers in the lands of Arabia and ancient Persia would often sweep down from the desert and capture the entire cargoes. It was then that the tradesmen and customers of Europe said, "Our trade routes to the lands of silk and spices are in great peril. We must find a new way to the East. Would it be possible to discover a water route to the lands of spice and silk?"



**The Man Who First Showed the Way.** For many years navigators and map makers studied and discussed the possibility of sailing to India and China. If you will look at the map of the ancient world on the next page, you will see the old trade routes to the East. You will also notice how little of the world was then known to the people of Europe. The Portuguese, under Prince Henry the Navigator, explored far down the west coast of Africa. Their first efforts to find India failed. Then, in the very last years of the fifteenth century, a brave and very determined man stepped out of the crowd of common people of the Old World and took his place as a leader of all explorers to a New World. That man was Christopher Columbus.

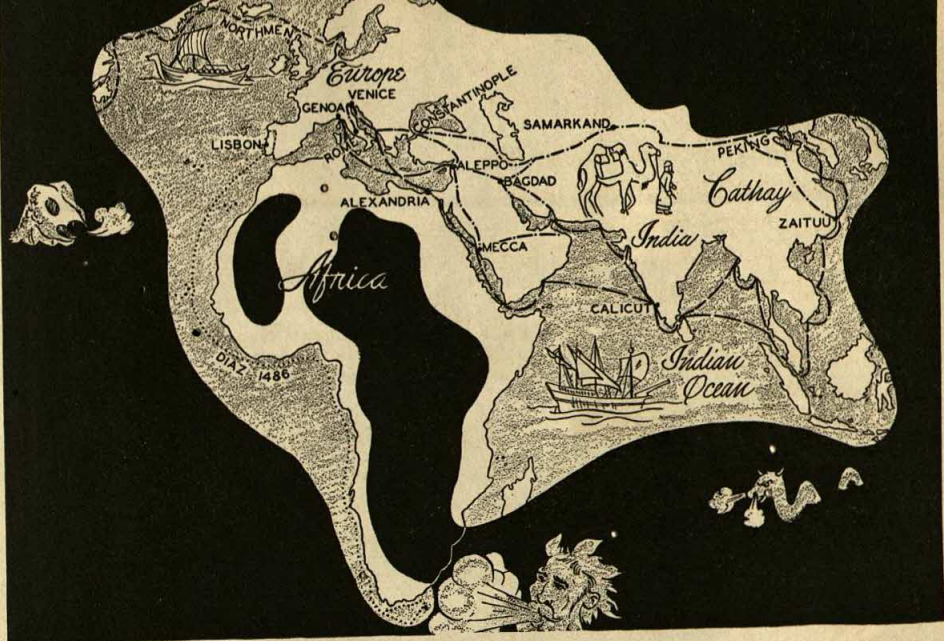
We have read much about this man Columbus in lower grades, and it is well to recall some of those stories now. He was an Italian but spent most of his life in Spain, the country for which he carried on his explorations. In many parts of our country a holiday is declared and schools hold exercises on October 12, the day he discovered land in the Western World. At such times we remember the successes of the explorer, and perhaps we remember, too, his later sorrows and disappointments. We must certainly know the part

he played in finding a new way to a New World. But more than anything else, Americans remember Columbus as a very determined man. Alone much of the time, he planned and worked to make his dreams come true. He believed that he could sail west from Europe and find the lands to the east with the silks of China, the pearls of Ceylon, and the pepper of the Spice Islands.

**The First Voyage of Columbus.** The first voyage of Columbus was one of the most important explorations in all history. It will not be necessary here to retell completely the story of that great adventure. We have all read tales of the brave Admiral who for over two months kept repeating his famous command, "*Adelante, Sail On!*" We also recall that it was no easy task to persuade his men to sail farther into the unknown western sea of monsters and horrible dangers. As the weeks and leagues fell behind the little fleet of Columbus, we remember that his crew began to plot mutiny. Only the staunch courage of the great explorer held the ships and crews straight ahead to the land that Columbus knew must be somewhere over the swelling waters before them.

We all remember the story about that eventful night before the first





**Map of the Ancient World.** All that was known of the world before Columbus was the light portion in the center of this map. Beyond were only black unknown terrors and sea monsters.

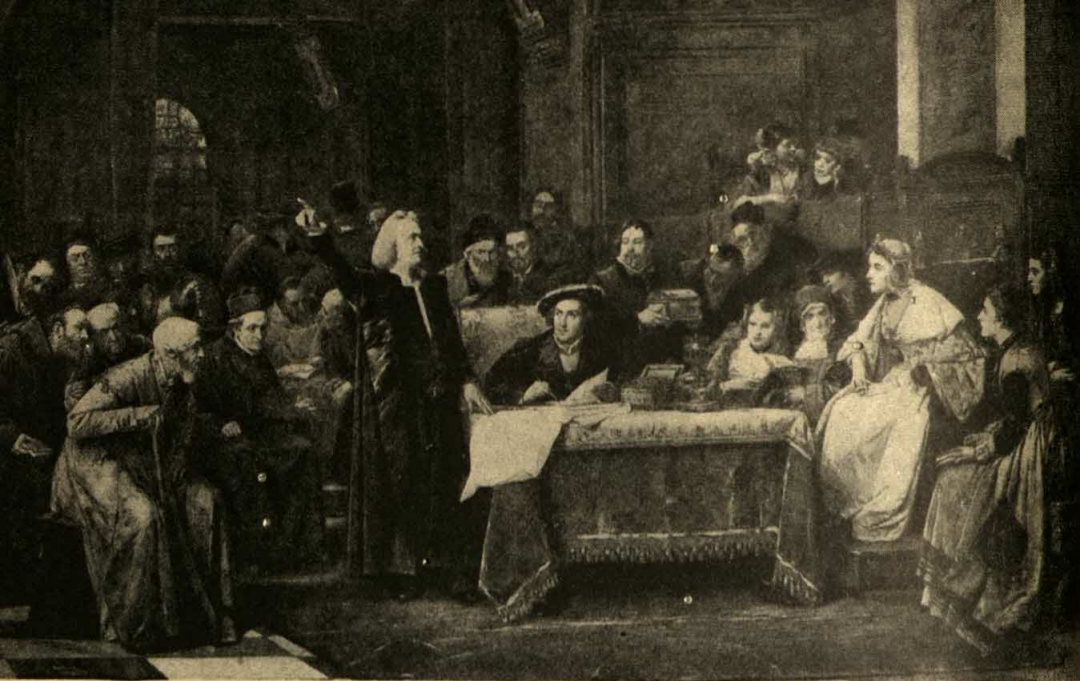
great date in our western history, October 12, 1492. The Admiral of the Ocean-Sea was supposed to have paced his tiny quarter-deck as the square sails billowed out, and the little caravel wallowed in a heavy sea. Then out through the darkness flickered a light. That beacon from a new world might have been the imagination of the man who had looked so hopefully ahead for so long a time. But it was no dream when, at two o'clock in the morning, a cry rang out across the waters, "Land Ho! Land to Starboard Bow!" A New World had been found. But it was not the land of spice and silk.

Columbus spent the following weeks sailing among what we now

know are the West Indies, trying to locate the Great Khan of Asia. The Admiral had a letter for that monarch from Ferdinand and Isabella of Spain. However, Columbus was a poor postman, for the Great Khan was thousands of miles away and the American continent and the Pacific Ocean lay between them.

The great explorer who had found *Freedom's Frontier* could have little guessed about the vast new continent that lay just beyond the islands he had discovered. For even then, unknown to the Admiral, a great river later to be called the Mississippi was flowing on through that great land. Winds were blowing over endless forests,





**Columbus before Isabella and Ferdinand.** The great explorer is shown pleading for ships and money to find a new route to the Indies.  
(Ewing Galloway)

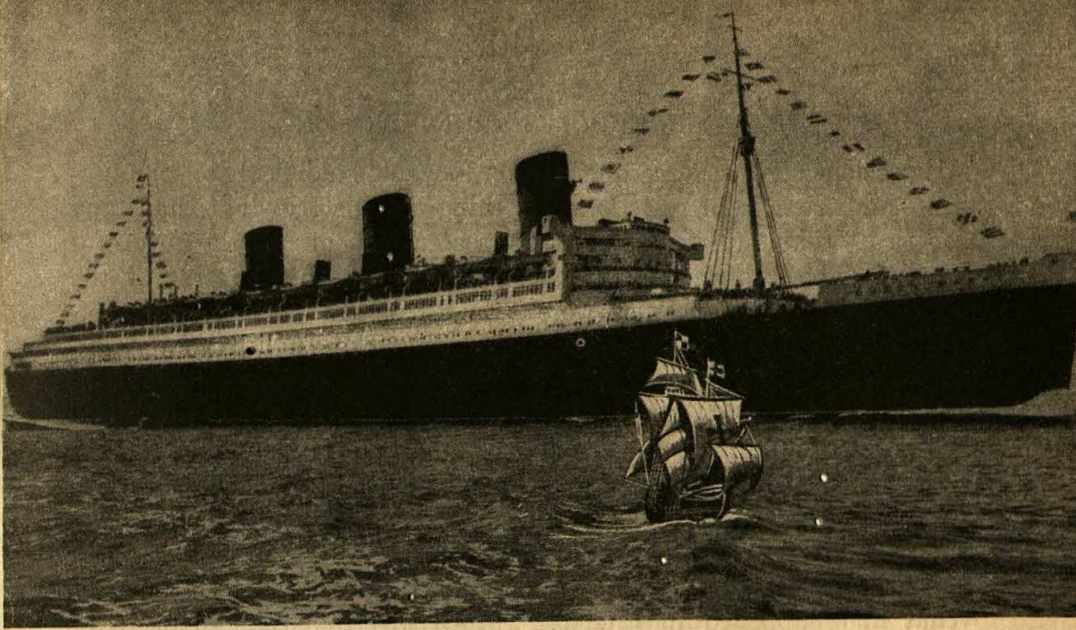
and the geyser, Old Faithful, was erupting in a distant mountain range that would one day be known as the Rockies.

Great was the excitement, six months after the discovery, when Columbus presented himself at the royal court at Barcelona. The Admiral told his story and showed the natives he had brought as evidence of new-found lands. Then Isabella, his chief sponsor, and even the doubting King Ferdinand, her husband, showered honors on the brave Admiral of the Ocean-Sea. Throughout Spain, and then all Europe, the news traveled that one Christopher Columbus had found land by sailing to the west.

Soon England sent John Cabot in an attempt to find a northwest passage to India. Cabot was no more successful than Columbus in finding silks and spices. But he did return to tell the biggest fish story of history. He claimed that the waters of the New World were so full of fish that he had difficulty sailing his ship. Cabot had discovered the coast of the land that today we call Canada.

The next year (1498) a Portuguese, Vasco da Gama, reached India by sailing around Africa. He was the one who really first sailed to the East—the land of silks, jewels, and the most valuable thing of all—pepper.





**Ships Then and Now.** It is difficult to imagine how tiny were the vessels in which the first explorers braved the unknown seas.  
(Courtesy Cunard White Star Line)

## ENGLAND BEGINS TO RULE THE WAVES

After the voyages of Columbus, Cabot, and Vasco da Gama, people suddenly found that they were living in a big world, that much of that world was probably rich, and that someone might as well own it. It didn't really occur to any European powers that the natives who lived on this land already owned it. On the contrary, it seemed as though these distant lands and riches were waiting for the first adventurer who got there. The race for new possessions was on. The contest was among the Spanish, the Portuguese, the English, and the French, for these countries were the important powers of western Europe in that day.

At first there was not much of a contest for the new lands. During the first fifty years most of the exploring was done by Spain. After the beginning made by Columbus, a constant stream of Spanish explorers sailed west and explored the lands of the Americas. Spanish boats, called galleons, crossed and recrossed the Atlantic carrying not only explorers and settlers, but also horses, pigs, and other livestock, and provisions for permanent settlements.

What was really important to the Spanish was not what they took to the newly found Americas, but what they carried back to Spain. The adventurous Spaniards had finally found the metals of their dreams, and they found



this precious stuff in large quantities—gold from Peru and Central America, gold and silver from Mexico. The returning ships that put in at Cadiz and Palos were weighed down with riches from the New World.

### **The English Learn to Sail Ships.**

What were the English doing during this fifty-year period when the Spanish were so hard at work taking riches from the new lands? What had happened to England since this country had sent out the Italians, John Cabot and his son, who returned to tell fish stories about Newfoundland cod and haddock? Well, for one very important thing, the English went to see if the fish stories were true, found that they were, and so set to work taking these cod and haddock back to England.

The most important thing, however, this little island kingdom was doing was building ships and learning how to sail them. The English king at this time was Henry VIII. This Henry was keenly interested in the sea, and during the time that the Spanish were discovering the western lands, Henry was encouraging his seamen and shipbuilders in many ways. This knowledge of ships was soon to aid the English greatly in many fierce sea engagements with the Spanish.

It would be difficult to find anything in history that had any greater influence on the future of nations than this interest of the English in the sea at this particular time. The English were studying the art of sailing their ships against the wind. Do you remember the fear of Columbus' sailors that no winds would be found to sail them back to Spain? The English sailors were learning how to maneuver their ships no matter which way the wind might blow. Most important of all the studies made, however, was how to maneuver the ships in order to fire the most effective broadsides of cannon. So while the Spanish explored and found lands and riches, the English built ships, learned to sail them, and most important, learned how to fight from them.

**English Sea Dogs Appear on the Scene.** It wasn't long before the English made good use of their knowledge of the sea and how to handle boats. After the Spanish had been in the New World about fifty years, a group of English sailors began to appear on the Atlantic. These men had a profound effect on their country and indeed on all history. They have been called everything from murderous pirates to romantic adventurers. They are generally known in history as the English Sea Dogs.

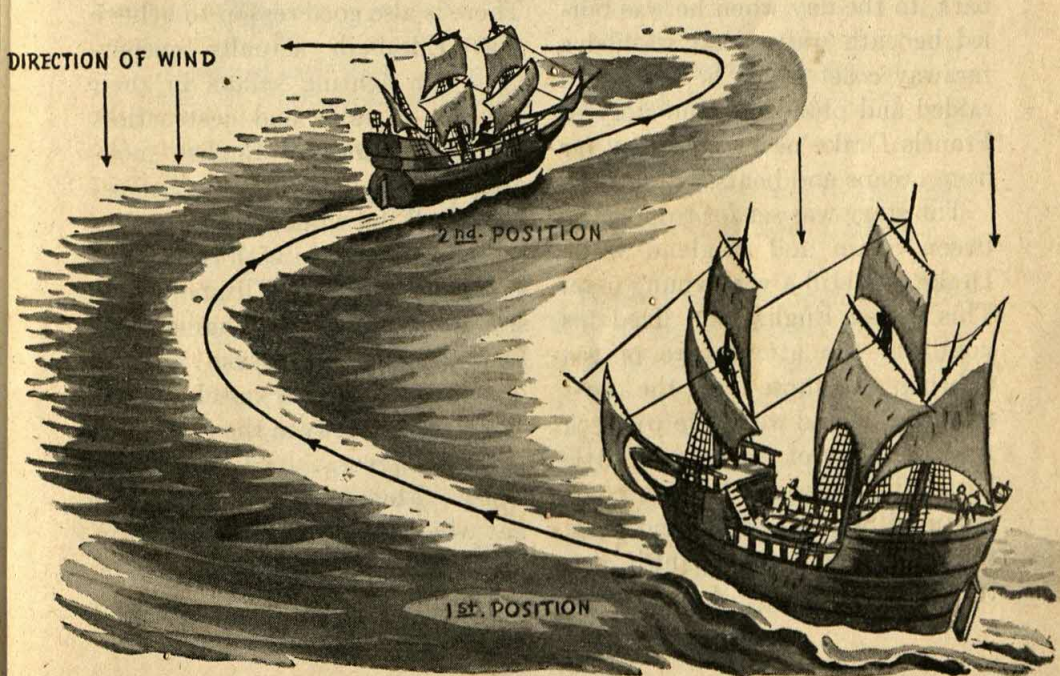


The Sea Dogs were traders and fighters, though at times it appeared that their chief purpose seemed to be fighting. John Hawkins was one of the first of these seamen to begin to trade in Spanish waters and to fight for this trade. John Hawkins came from a line of seamen. His father had sailed and traded along the coast of Africa and even with the Portuguese and natives in far Brazil. By the time John was sailing his own boats there was enough evidence of riches in New Spain to encourage him to sail with a boatload of slaves to Hispaniola, which is now called Haiti.

A second voyage of this same type found Hawkins back in London a rich man and recognized by Queen Elizabeth, who then ruled England. On another voyage in 1567, Hawkins' fleet of six ships was set upon by the Spanish, and Hawkins barely escaped from the disaster that befell four of his boats.

The final disaster of that encounter, as it later proved, fell upon the Spanish. For the other boat captain who escaped with Hawkins was a seaman by the name of Francis Drake. Before that fighting Sea Dog fired the last broadside of his eventful life, the

**Sailing against the Wind:** The English studied the art of navigation and thus defeated their enemies at sea.





Spanish power on the seas had been broken, and the flag of England had started to rule the waves of all the seas.

### **Francis Drake Enters Our Story.**

It would be difficult to find on any of the pages of history a more adventurous character than Sir Francis Drake. 'It wasn't by accident that this man knew the sea and ships so thoroughly that he managed to outsail and outfight the Spanish when the odds in ships were greatly against him.

Drake was born to the sea and in troublesome times. We might have expected that he would be a seaman and a fighting one at that. From boyhood, when he was apprenticed to a captain of a small bark, to the day when he was buried beneath waves that washed a faraway coast which he had often raided and plundered, the story of Francis Drake never gets very far from oceans and boats.

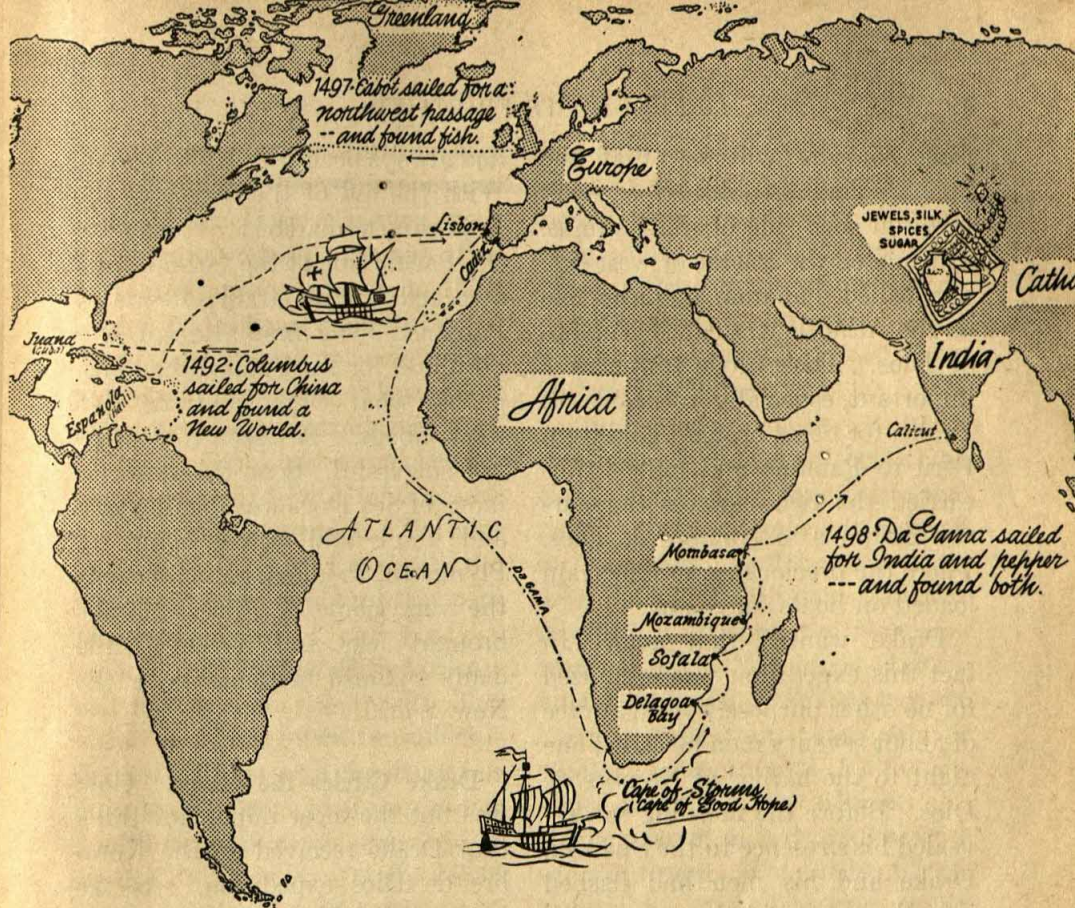
The stage was set for trouble between Spain and England while Drake was still a very young man. This young Englishman lived his youth in the atmosphere of sea fighting. In those days the coast around England was alive with sea traders, many of whom were little better than pirates. English boats captured Spanish boats, and then, to even matters, the Spanish captured the English. A merchant-

man either knew how to fight to keep his ship and his life—or he kept neither very long. Conditions even got to the point where fleets of merchant ships would go out with the protection of naval men-of-war in much the same fashion that merchant ships are convoyed during wars today.

It is important for us to know that England was then ruled by Queen Elizabeth who had come to the throne in 1558. Although there was no outward break between England and Spain in the first years of Elizabeth's reign, we do know that their monarchs watched each other with much suspicion and mistrust. In spite of agreements, the fighting and capturing by privateers went unpunished. There is also good reason to believe that Elizabeth actually encouraged her fighting sailors in their voyages of raids and destruction. For some time the English monarch gave this encouragement secretly, all the while keeping a pretense of friendship with Spain. It is even known that Elizabeth herself went down the Thames and knighted Francis Drake on the quarter-deck of his vessel.

Relations between the two countries, however, steadily became worse. Matters were not soothed any when Hawkins and his twenty-four-year-old assistant, Drake, sailed into Plymouth and reported





**Voyages of Exploration.** Three great voyages of exploration started the Old World on the adventure of exploring the unknown places of the globe.

their defeat at the hands of the Spanish. From that year on the building of ships by England increased. Soon young Drake was leading expeditions by himself. Then for twenty years this daring sea rover battled Spanish ships and raided Spanish ports from the very coast of Spain to their farthest port in the New World. For twenty years he sailed and fought and captured Spanish ships until the very name of the famous Sea

Dog became a terror to the Spanish he so relentlessly pursued.

### Drake Raids the Spanish Waters.

The name of Francis Drake first received notable attention when he took two small boats, the *Pasha* and the *Swan*, sailed through the Spanish waters which we now know as the Caribbean Sea, and raided the Spanish town and gold shipments on the Isthmus of Panama. If you look at the map on



page 15, you will see that the Spanish had established a small town on each side of the Isthmus. The one on the Pacific or west side was called Panama, and the one on the Atlantic was called Nombre de Dios. These little towns were important, especially in the eyes of Drake, for boats brought gold from Peru to Panama and mule trains carried the riches across the narrow Isthmus to Nombre de Dios. There the precious cargo was again loaded on boats for Spain.

Drake wanted that gold. In fact this expedition was organized for no other purpose. With a force of about seventy men he sailed one night to the harbor of Nombre de Dios. Before the morning sun revealed his presence to the Spanish, Drake and his men had dashed into the center of the town, with swords flashing and men shouting. This was a pastime that Drake's men knew. Nombre de Dios was taken, but Drake soon withdrew to his boats as he was unable to find any quantity of gold or jewels. They actually found tons of silver stored there waiting for the Spanish fleet. However, silver meant little to Drake; he wanted gold.

**Drake Wanted to Get Gold.** On this Isthmus lived a group of men called *maroons*. These men were descendants of slaves who had escaped from the Spanish, and they

had always been friendly to Drake. With the aid of the maroons, the Englishmen marched overland to the Pacific side of the Isthmus and attacked a mule train outside of Panama. The first attempt was a failure, for the Spanish had suspected what Drake and his men were about. A second attempt was successful. Soon this most famous of Sea Dogs was loading gold and jewels and sailing again for Plymouth, England. By this time the very name of Francis Drake brought fear and terror to the many Spanish settlements in the New World.

**Drake Circles the Globe.** Gold was not the most important thing that Drake received on the Nombre de Dios expedition. As the maroons led him across the Isthmus toward Panama, Francis Drake had his first sight of the Pacific Ocean. The English seaman probably didn't get as big a thrill from this sight as did the first Spaniard, Balboa, who a half century before Drake, was the first white man to behold the Pacific. However, Drake was sufficiently impressed to make a vow that sometime he would sail an English boat over that vast South Sea.

Six years later Drake was sailing *The Golden Hind* past the very spot where he had made his vow. Drake was a man who did things,



and like many others in those early days, this explorer and adventurer was doing things against great handicaps. Drake started this most famous voyage with five ships. He had made careful preparation in regard to men, supplies, and navigation plans. Three years later he sailed into an English harbor with one ship, a greatly reduced crew, and with tales of adventure and hardship. He also brought to Queen Elizabeth the gold of many captured Spanish treasure ships.

The great voyage of Drake carried him around the world. The little fleet spent seventeen difficult days sailing through the Strait of Magellan. This hardship was but a mild beginning, for upon reaching the Pacific side, a terrific storm was encountered which drove and scattered the little vessels for weeks. When the winds died down, Drake's ship, *The Golden Hind*, was alone. One boat had gone down in the storm. The other ships had turned back. Drake, with sarcastic remarks about an ocean that was named peaceful (Pacific), set sail for the north where he knew Spanish treasure ships were carrying gold from Peru to Panama.

Drake found these treasure ships. One after another the Spanish boats were sighted, and their rich cargoes captured. One

of Drake's company by the name of Francis Pretty later wrote of a typical prize, "We came to her and boarded her, we found in her great riches, thirteene chests full of rogals of plate, foure score pound weight of golde, and sixe and twentie tunne of silver."

Finally, laden with as much treasure as *The Golden Hind* could carry, Drake sailed on up the coast past Mexico and on to the shores of California. North, still north, *The Golden Hind* sailed until the adventurer reached the shores of what is now Vancouver Island. Unable to find a northwest passage home, Drake sailed back to the coast of our present California, which he named New Albion.

The natives of New Albion were so impressed that they threw themselves on the ground before the white gods. This was not to the liking of our seaman, for in spite of his love of fighting, Drake was a religious man. He read the Bible to the bewildered natives and pointed to the skies to show them where God really lived. No doubt these natives never understood. Drake now decided to return to Europe by sailing across the Pacific. After long months of slow sailing and various adventures, such as being stranded for a time on a rock, the little boat reached home in the year 1580. Drake was the hero of all England.





America the Beautiful. Mt. Rainier, Washington. Columbus little guessed the wonders of the New World he had discovered.  
(Ewing Galloway)

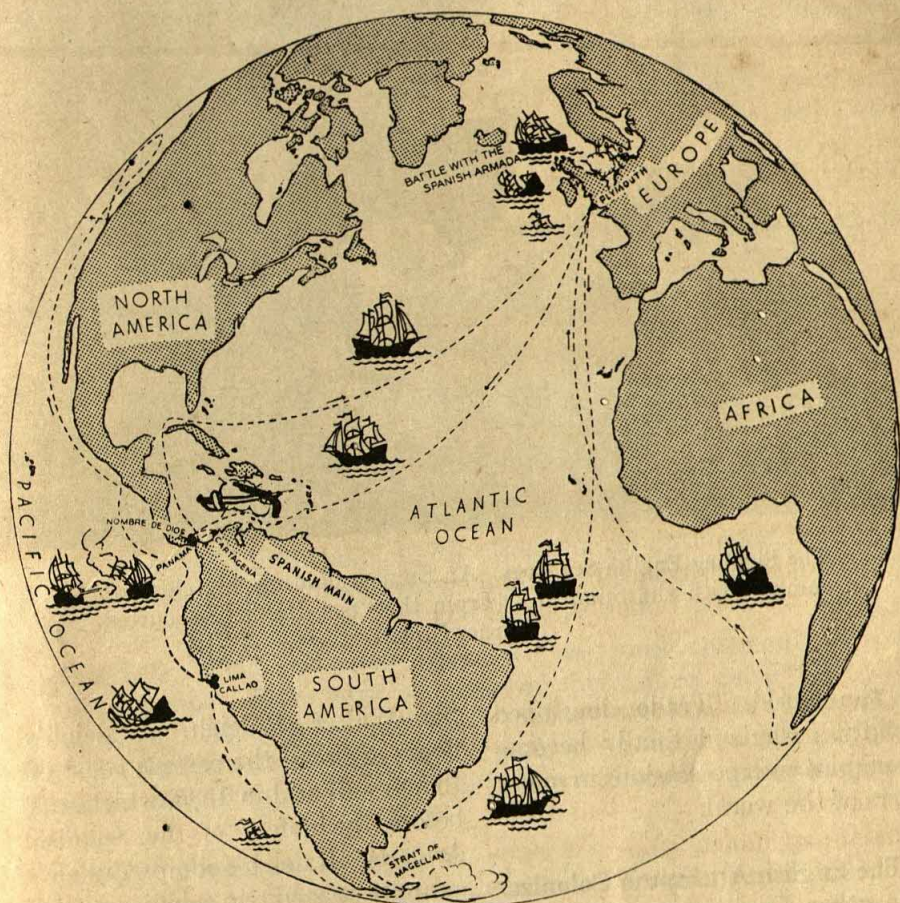
**England Finally Rules the Waves.**  
The fighting days of Francis Drake were not over. When he reached his mother country, he found that Spain had taken over Portugal. With the ships of the Portuguese in their possession, the Spanish were finally ready to challenge the English to a final sea battle. Spain was ready to end for all time the raiding of Spanish boats sailing from the New to the Old World.

It was in 1588 that the final contest came. The story is told that the sea hero, Drake, was playing a game of bowls when the news came that a great Spanish Armada of vessels had been sighted off the coast of England. "There's time

to finish our game and beat the Spaniards," the Sea Dog said. Then he gave orders to get the English ships ready in a hurry so that they might be sailed out of Plymouth before the superior numbers of the Spanish trapped them in the harbor.

As had so often been the case in other engagements, the Spanish were superior in numbers and size of vessels. The ability to maneuver and fight with their ships, which had characterized the English since the days of Henry VIII, meant final defeat for the great fleet of Philip of Spain. Maneuver and fight the English did, and the Spanish suffered terrible losses.





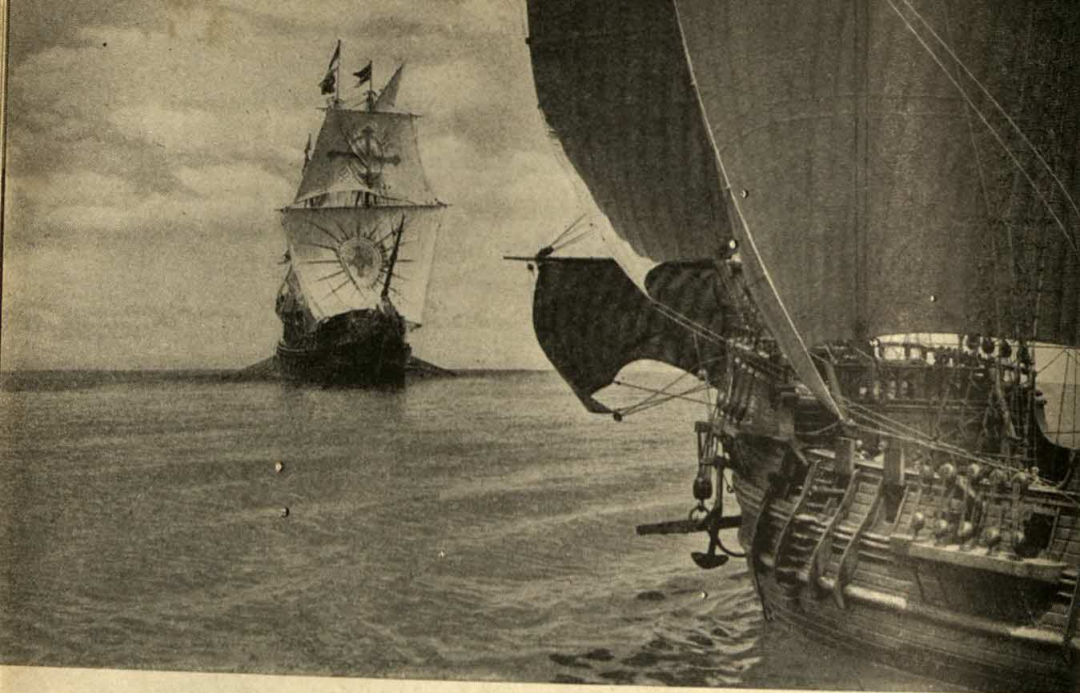
**England's Conquest of the Sea.** England's conquest of the sea started with the voyages of Hawkins and Drake and the defeat of the Spanish Armada. After that victory the English led in exploration and colonization.

It was a running sea fight and ended when a severe storm wrecked many of Spain's ships that had escaped the English. The Spanish power on the sea was crushed.

The defeat of the Spanish Armada happened about twenty years after the first voyage of Drake un-

der the command of Hawkins. We may say that in the lifetime of Francis Drake, and chiefly because of what this fighting sailor did, England took its place to command and rule the seas. The English commerce now went unhampered to India, to Africa, and to all ports





**The Fighting English Sea Dogs.** An English fighting ship closes for combat with the Spanish. (From the "Sea Hawk." Courtesy Warner Bros.)

of the world. Trade developed rapidly. England finally became an empire with possessions in many parts of the world.

#### **The English Attempt to Colonize.**

One other English name deserves our attention before we close our story of English exploration. Up to the time of the defeat of the great Spanish fleet, the English seemed to prefer to fight the Spanish than to attempt to settle colonies. The Spanish on the other hand had been making settlements since the first voyage of Columbus.

In the court of Elizabeth was a nobleman who admired the exploits of Francis Drake. This man was

Sir Walter Raleigh. Raleigh's boats explored the eastern coast of the New World in 1585, which was before the defeat of the Spanish Armada. Raleigh's companies also actually started two colonies on the shores of a land he called Virginia. One group of colonists gave up the attempt and in despair sailed home in the boats of Drake who was returning from one of his raids against the Spanish. Raleigh's other colony was lost. No trace was ever found of the settlers left on Virginia's shores, but it was there that the English were later to settle and colonize. It was this same land that later became a part of our United States.



## WORKING WITH HISTORY AND GEOGRAPHY

**1. Working with History and Geography.** At the end of each chapter in this book there are a number of exercises. These various drills and games will help to make your study interesting and will also assist you in remembering important events and people. On many of these activities you will need instructions so that you will be able to do the things that are suggested. On page 427 of this book you will find a chapter entitled "Working with History and Geography." It is suggested that you read the beginning paragraphs of that chapter at this time. As you work on activities and drills throughout this book, you will occasionally be directed to that chapter. You will find that it will help you to follow those directions as you are preparing such things as picture maps, travel folders, time lines, etc.

**2. Outlines.** Prepare an outline of the life of one of the explorers of this chapter. Outlines are very important in studying history, so you will find it worth while to learn how to make good outlines. On page 428 you will find complete directions for an outline on the life of Francis Drake. Study that outline and then prepare one of your own on another explorer such as Vasco da Gama or John Cabot.

**3. Article.** Find out what spices we use most commonly in our modern cooking. From what countries do these spices come? Why do we use them today? What methods of food preservation do we now have that are different from those of Europeans during the 15th century? Write an article that might be published in a magazine presenting your findings.

**4. Play.** Prepare a short play in which you show Columbus presenting his theories to the wise men at the court of Spain. Have Columbus explain why he believed the world to be round and that therefore by sailing west, one could reach the East. Be sure to have many interruptions by the doubting "wise" men.

**5. Time Chart.** Make a time chart showing what Columbus was doing during the different periods of his life. Your library will have information in encyclopedias and other history books.

**6. Letter.** Columbus' son, Fernando, when thirteen years old, accompanied his father on one of the voyages. Pretend that you are Fernando and write a letter to a friend in Spain telling him about your experiences. You will do this successfully if you try to think what the high lights of such a voyage might have been for you.

**7. News Commentators.** Pretend that you are a "news commentator" reporting on the defeat of the Spanish Armada. After getting additional



information from your library, try to describe a "play by play" account of what happened.

**8. Floor Talk.** Find out all you can about conditions in Spain during the 15th century. Prepare a floor talk in which you explain to your class what effect these conditions had upon the period of exploration.

**9.** Do the same for England.

**10. Learning Geography with History.** Geography has always had a very important influence on history. Storms at sea, desert trails, snow-bound passes, good soil for crops, veins of gold quartz, caravan trade routes—why, history and geography are as close together as the circus and peanuts or bacon and eggs.

As you study the history story of each chapter, give attention to the geography on which the events take place. Locate the places mentioned on your map or globe. Be prepared to tell something of the towns and countries of olden times and how they appear today. The occupations of the people "then and now" are also important. We suggest that you get off to a good start by giving some attention to the geography of this chapter: Mediterranean Sea, Cathay (China), Turkey, Arabia, Spain, West and East Indies, Central and South America, Newfoundland, etc.

**11. Map.** Make a map showing the trade routes of the Middle Ages: the overland route from the Black Sea over deserts and mountains to China; the route through Alexandria, Egypt through the Red Sea to China; the route which led from Damascus across the desert to Bagdad, and from there by sea to India and China. Superimpose this map upon a modern map showing the countries of Europe, Africa, and Asia as they are today. You are going to make and study maps throughout your history work. It would be a good plan to take time now to study the information about maps that you will find on page 432.

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

See page 447 for suggestions on quizzes and drills.

Marco Polo	Henry VIII	navigators
Prince Henry the Navigator	John Hawkins	caravel
Christopher Columbus	Sir Francis Drake	galleon
Ferdinand and Isabella	Queen Elizabeth	mutiny
John Cabot	Philip of Spain	Sea Dogs
Vasco da Gama	Sir Walter Raleigh	Spanish Armada
	exploration	privateers
		maneuver



## *Freedom's Frontier Is Explored by Many Nations*

### **The French Were Slow to Start.**

It is surprising that the French waited even longer than the English to get a share of the rich New World. France was a powerful country with a population larger than either Spain or England. But for a number of years France was involved in European wars, and many of her statesmen were opposed to wasting time and money on faraway colonies.

For more than a century after Columbus' memorable first voyage, the French, with one exception, simply watched the explorations of other countries. The one exception was a hardy navigator from a section of the west coast of France called Brittany. This capable seaman was named Jacques Cartier. He was described as a corsair, which meant that he roamed around attacking the enemies of France when he thought he had a chance of capturing a ship. No doubt Cartier had also sailed westward toward the Newfoundland banks on fishing expeditions. Many of the Breton and Norman fishermen of France had done this ever since

Cabot's discovery of the seas of fish in these northern waters.

In 1534, and again in 1535, the French sent Cartier westward to see what he could discover for his country, be it land, or gold, or a northern passage to India. Cartier's second trip is really important to our story, for the daring Frenchman sailed three little boats through a terrific Atlantic storm and into the mouth of the St. Lawrence River. Up the stream he sailed until he was convinced that it was a river and not a water passage that might lead to the Pacific. He went on farther upstream until he reached an Indian village. The Canadian city of Quebec was later built on this spot.

A severe northern winter caught Cartier and his men in the St. Lawrence. Sickness broke out and before the Indians could teach Cartier to boil the bark of the spruce tree to cure scurvy, a fourth of the party had died. Undaunted, the tough seaman returned the following year. Again an effort to start a settlement failed. Cartier had discovered and named a great river,



the St. Lawrence, but he felt that he had failed for France. He had no way of knowing that his discoveries had opened the way for another great Frenchman who followed over a half century later and really settled this great northland for France.

### *FRENCHMEN FIND FURS AND FAME*

**The French Find a Great Leader for the New World.** The Frenchman who sailed after Cartier was Samuel Champlain, and he was indeed a great man. Champlain had his first view of this New World in 1603, and he followed Cartier's route up the St. Lawrence. Notice on the time chart on page 33 that over one hundred years had gone by since the first voyage of Columbus. Champlain found the country of the St. Lawrence just as the first Frenchman, Cartier, had described it, "There is no place be it ever so little, but it hath some trees." Exploring and settling these wooded lands was to be the work of Champlain, and when he died, his country was established in America for a century.

On his first three trips to New France Champlain had little more success than Cartier. The first voyage brought a few furs for the fancy costumes of the French court. The exploring party was nearly wiped out on the second

trip as winter found them snowed in. Typhus took a deadly toll of Frenchmen. A third adventure was undertaken, but the company in France which was supporting Champlain failed. Those were rather poor results for three years of suffering and labor.

Samuel Champlain had a good supply of the same kind of persistence that enabled Columbus to keep trying. The Father of New France, as Champlain is often called, was back in the valley of the St. Lawrence by 1608. He decided that this New World colony was going to be his life's work. To celebrate that decision, this explorer started a French settlement where Cartier had found his first Indian village of Stadacona. Champlain's men fell to work with axes and soon wooden buildings appeared surrounded by a wooden wall as protection from attacks. The tiny settlement bordered the river, but behind the houses rose cliffs that supported a high plateau overlooking the St. Lawrence. Champlain was starting the city of Quebec, the first permanent settlement in New France.

The first rude buildings of Quebec were built in 1608, and again the Frenchmen faced a winter of suffering and death. Scurvy once more found its way into the snow-bound ranks, and when spring liberated the settlers, only eight of





**French Explorers.** Trappers and priests explored the heart of the New World.

Champlain's party of twenty-eight were alive. The horror of such a winter is difficult for us to imagine, and when it was over, we should rather expect that the few survivors would be on their way to their homes in France—never to return.

**Champlain Starts Exploring Westward.** When spring came, however, we find Champlain headed, not for France, but in the other direction. He was going to find China—or at least a way to the Orient. Now Champlain needed



the friendship of the Indians who lived in the lands to the west. They must furnish him guides and information about trails if he were to explore for a western passage. Equally important, they must be friendly and not attack his party of Frenchmen. Champlain and his eight men went west to meet the important chiefs of the Hurons and the Algonquins.

On up the St. Lawrence he found the lodges of these Indians clustered in the forest. A great conference was held. First Champlain impressed the warriors with explosions of his guns and the hardness of his steel armor. Then the Indians did their best to show off by staging a war dance with paint and drums. The Indians shrieked, whooped, danced, and pounded drums far into the night. This might well have been the first time that white men had witnessed a war dance, a scene so familiar in our country's early story.

This first conference was successful from one viewpoint. Champlain made friends with these two important northern tribes. The conference was not so successful in another regard. These two tribes convinced Champlain that in order to explore to the west, he should join them in a raid against their common enemy to the south. Champlain agreed, not realizing that he was starting a fight with

the most powerful and warlike tribe of the forest Indians, the Iroquois.

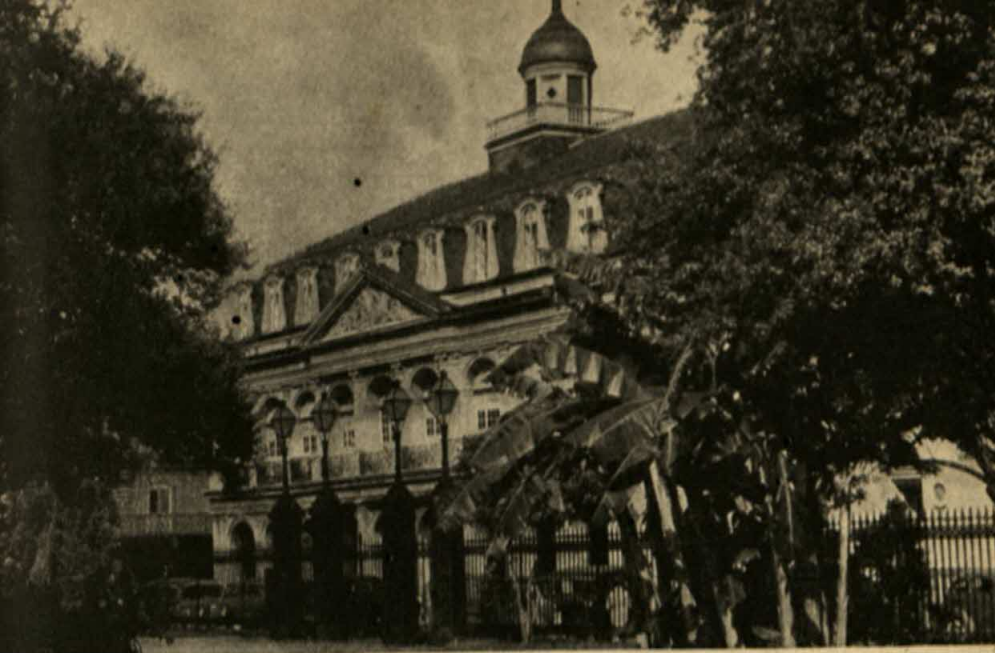
The expedition set out with Hurons, Algonquins, and the few Frenchmen. There was some misunderstanding, after which some of the Indians returned to their homes. Then, too, Champlain sent some of the white men back, leaving only five Frenchmen in the war party. After days of paddling through the streams and portaging around rapids, the expedition came out upon the great lake that bears the name of the explorer. The party continued along the shore of Lake Champlain, taking surprisingly little precaution to have guards at night. Their medicine men had consulted Indian magic and were reassured no one was near. Then, since they were naturally lazy, everyone went to sleep.

#### **A Short Fight Long Remembered.**

One evening a large party of Iroquois was discovered on the lake. These Indians quickly beached their canoes, while the allies of Champlain remained on the lake lashing their canoes together. Both then awaited the dawn for the fight, but each group remained awake shrieking war cries and hurling threats at each other across the waters of the lake.

The Iroquois were the fiercest of fighters, but when the two forces faced each other the next morning





New Orleans—Old French Quarter. This building, called the Cabildo, was constructed in 1795. It shows the influence in the New World of the French who founded New Orleans in 1718. (Ewing Galloway)

for the encounter, these warriors from what is now New York State received a shock that even the bravest Iroquois could not withstand. As the Hurons and Algonquins approached, the ranks of the northern Indians opened, and out stepped a figure such as no Iroquois had ever beheld. This strange sight was Champlain wearing steel helmet and plume, metal breastplate and sword. Pointing from his shoulder was a long stick that made a loud noise and somehow by magic Iroquois fell down mortally wounded.

Champlain later wrote, "When I saw them getting ready to shoot

their arrows at us, I leveled my arquebus, which I had loaded with four balls, and aimed straight at one of the three chiefs. The shot brought down two and wounded another." Then, for one of the few times in the history of this great tribe of warriors, the Iroquois fled into the forest. The Hurons and Algonquins, who were really inferior warriors, were delighted with this victory. Champlain and the French were satisfied that their allies now could aid the French in explorations without the fear of faids from their enemies.

The French were later to learn that this day had earned for them



the hatred of a powerful tribe. This fight was one of the few mistakes of Champlain's remarkable life. Forty years later the Iroquois nearly annihilated the Hurons and even threatened the existence of the French settlement at Quebec.

**The Success of Champlain.** The next few years were spent in building the settlement of Quebec and exploring the forests to the west of the settlement. French priests were sent out to the villages of the Hurons and Algonquins. Five years after the first encounter with the Iroquois, the French under Champlain again attacked the warriors from the south. This time Champlain crossed Lake Ontario, and marched right into the Iroquois country and set upon one of the latter's fortified villages. This time the encounter was not so successful, and when the battle ended, the Hurons were carrying Champlain north with an Iroquois arrow in his knee.

For the next twenty years Champlain worked tirelessly in the interest of the French colony. The task was at no time an easy one. The colony was ruled from the court of France by men who had no knowledge of the problems of this forest wilderness. However, Champlain kept faithfully to his task with great courage. He was a religious man, and he gave much

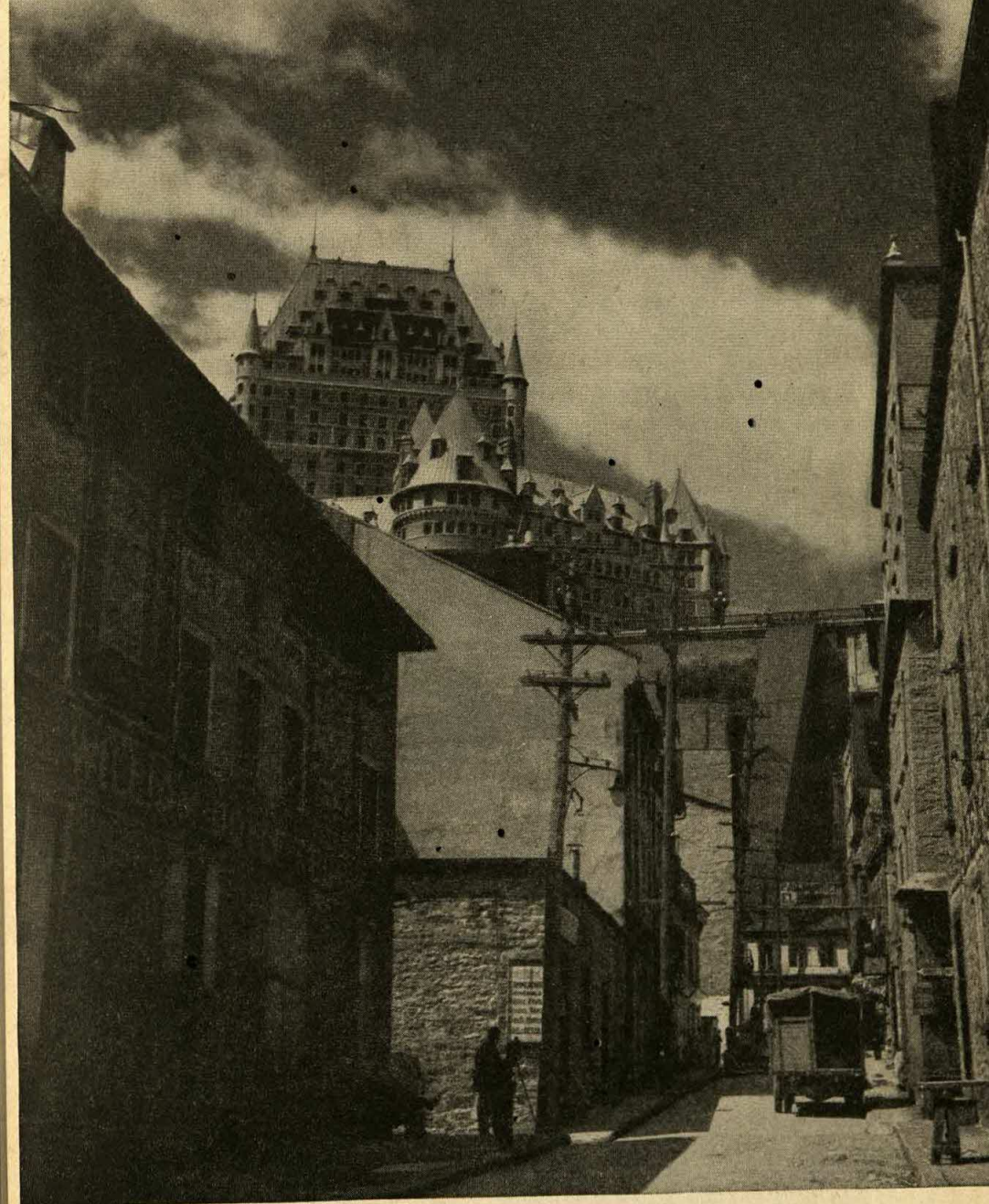
aid to the priests who worked in the native villages and who also did much of the French exploring.

Champlain also gave aid and encouragement to the fur trappers who began to set up outposts in the wilderness around the St. Lawrence River and the Great Lakes. He wrote carefully, though never boastfully, of his achievements so that we now know much of the history of those early days. Champlain died in 1635, a full century after Cartier first sailed into the St. Lawrence. The Father of New France was in every sense a great man. His name should not be forgotten in the story of our Western World.

**Other French Leaders Explore the Mississippi.** We shall read from time to time in other books of other Frenchmen who helped to establish the colony of New France. The adventures and hardships of Father Marquette and of Louis Joliet, a trapper, would interest you. Joliet had hunted in the western forests and had learned from his Indian friends of a river to the west larger than the St. Lawrence. Perhaps here was the passage to the Pacific that had stirred the imagination of Cabot, Cartier, and other early explorers.

The priest and the trapper with Indian guides set their faces westward. By water and by portage,





Quebec, First French New World Settlement. This photograph shows Chateau Frontenac in the background. Much French influence is evident today in the city founded by Champlain in 1608.  
(Courtesy Provincial Tourist Bureau)



the two Frenchmen finally reached the great river. The northern part of the Mississippi was thus discovered in 1673. The two continued down the river until they became convinced they were headed for the territory of the Spanish and not for China. Fearing capture, they reluctantly turned back.

The discovery of these two men was not forgotten. A short time later another great French explorer, Robert La Salle, went over much of the same route and continued on to the mouth of the great Mississippi. By the efforts of explorer, priest, and trapper the area of what is now Canada and the Mississippi Valley became the greatest fur center of the world. We look over our map today and find many names left by these early heroes. Such names remind us that in much of the area of North America it was a few brave and determined Frenchmen who pointed the way.

### *THERE WERE MANY EXPLORERS FROM MANY COUNTRIES* \*

There were many great explorers about whom we might read and study more. In this book, however, we have taken only one leading example from each of the principal exploring countries. Columbus was selected because he led the way for all explorers and started

Spain ahead in the race for new lands. Drake was chosen as the most daring of the English sea fighters. Champlain represented France because he not only was a brave explorer but he also started permanent colonies in the New World.

It might be well to read more in other books of Da Gama, the Portuguese, for you recall he was the first to find what all were after—a water route to the Spice Islands. We only mentioned that explorer. Much more could have been said about others, such as Cartier, Hawkins, La Salle, and Cabot.

**Many Explorers Sailed under the Spanish Flag.** The list of Spanish explorers contains many adventurous names, for that country leads all others in the first half century of exploration. These men carried the flag of Spain to the West Indies, Mexico, Peru, Florida, and many parts of South America. Perhaps you know of these explorers from stories in lower grades. If not, a few names will be mentioned, and you may have opportunity to read more about them in other books.

You should know something of Amerigo Vespucci, an Italian who sailed under the Spanish flag. It isn't possible for us to know much about Vespucci because not very much is known about this explorer.



**Statue of Francisco Pizarro.**  
This adventurous explorer  
founded the city of Lima,  
Peru in 1535. The statue  
stands in front of the Lima  
Cathedral. (Courtesy  
C.I.A.A.)



He sailed for the lands Columbus had discovered and was probably searching for pearls. We know, too, that he landed on the coast of South America. The important thing about Amerigo is that when he returned he described the land he had seen as the "Mundus Novus," which is the Latin name for "New World." Columbus kept insisting on the other hand that he had reached the Old World of Asia. Vespucci, however, claimed that this land was a New World, and he was correct. Vespucci also was fortunate in having his writing

published in Latin by a college in Spain that was interested in geography. These map makers gave the first name of the explorer, Amerigo, to this new land. It was thus that the name of a little known and rather unimportant explorer was given to our land of liberty.

On came more Spanish explorers! Shortly after Vespucci's voyage, another man named Balboa stood on a mountain in Panama and beheld a vast ocean that was to be called *Pacific*. Not nearly so pacific and peaceful were two men who followed, named Cortez and



Pizarro. Cortez conquered the Aztec Indians of Mexico, and Pizarro fought the Incas of Peru. Spain found and took much gold in Peru, but ruled the Incas with bloodshed and cruelty.

You have probably already studied about Hernando Cortez whom the Aztecs called the Fair God. Cortez, like Pizarro, fought with the natives. Many people consider Cortez a very important explorer. The conquests of Cortez gave Spain control over Mexico. By the side of warriors such as Cortez went the Spanish priests who built missions and started schools for the natives. Settlements were begun almost a century before the English managed to begin their first successful colony in the New World. The Spanish pushed up through Mexico and established a mission at Santa Fe about the same time that Jamestown and Quebec were founded.

In many respects the voyage of the Portuguese Magellan, who sailed under the Spanish flag, was the most remarkable sea journey of all history. This man thought that the only real way to prove that the earth was round was to sail around the world, and that was exactly what Magellan did. He started in 1519 with five boats that were poor sailing craft even for those days. The members of Magellan's crews were an un-

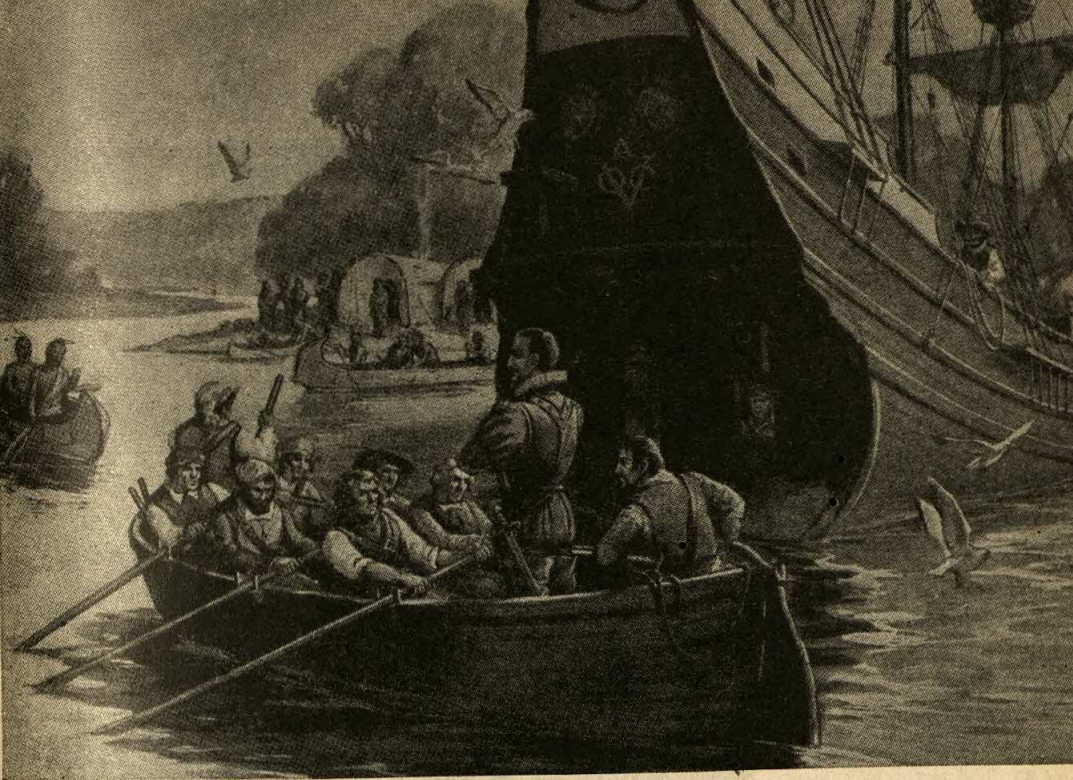
worthy lot who were kept from mutiny only by the strong will of their leader.

Magellan's men probably had more hardships and perils to cause them to mutiny than the sailors of any other voyage of exploration. Magellan was the first explorer to sail around South America. The small fleet sailed for thirty-eight days through the difficult Strait that now bears Magellan's name. Nearly a hundred days of hunger and starvation were spent in crossing the Pacific Ocean which was so named by Magellan because it was peaceful compared to the storms of the Strait.

Magellan discovered the Philippines only to be killed there by natives. One of the five boats that started this remarkable three-year journey to circle the globe reached Spain. The other boats had been wrecked or lost. However, men had actually gone around the globe. Map makers were finally beginning to know the continents and oceans of the world.

Perhaps most important for the story of our own country were the Spaniards, De Soto and Coronado. These men actually led exploring parties into the land that is now the United States. De Soto discovered the Mississippi, and Coronado led men up from Mexico into the territory that was to become our southwestern states.





**Henry Hudson, Navigator.** The *Half Moon* of Henry Hudson anchored in the mouth of the Hudson River on his first westward voyage. (Hudson Historical Bureau)

**Other Countries Helped Settle the New World.** The entire story of exploration does not end when we have read of the Spanish, the English, and the French. Do not forget the important work done by the Portuguese under Prince Henry the Navigator which resulted in the voyage of Da Gama. We should also keep in mind that today Portuguese is spoken in the great South American country of Brazil. It was Portugal that first explored and colonized the lands of the Amazon.

Yet another people of Europe left their names and traditions in a

section of our own country. The Dutch of Holland were a trading people, and of course had to join the search for a western passage to China through northern waters. Their explorer, Henry Hudson, discovered the river which bears his name. Soon the Dutch were settling around the present site of New York, and to this day we find names and descendants in this region that tell of their early settlements. Hudson also gave his name to the great bay to the north which he discovered on a later voyage. Here a mutinous crew set the explorer adrift to meet his death.





The New World after the First Great Voyages of Exploration. Notice that the French claim the central part of North America, and the English and Dutch claim parts of the eastern seacoast. The Portuguese are started in Brazil. You will notice that most of the New World is claimed by Spain.



**A Century of Exploration.** As we read the story of exploration, we see that the date of 1492 was really one of the great years of all history. It is true that geographers and scholars studied maps before the discoveries of Columbus. But as we study these maps we see that all but a little portion of Europe is covered with drawings of monsters to show how ignorant people were about the lands of the earth. We also know that during these years, Marco Polo's adventurous journey brought spices and silks from the East. Then interest began to develop in faraway lands. Knowledge of the world was so limited and sailing vessels so crude, that two centuries passed after Marco Polo before Columbus finally struck out and opened the lands of a New World.

The exploration of the globe increased rapidly after the sailor of Genoa returned with his amazing story to the court of Spain. You can see by the time line on page 33 that Cabot and Da Gama followed immediately after Columbus. Note also that these three important voyages happened just before the year 1500. Notice, too, that the century after 1500 was filled with the names of famous explorers.

You will observe on the time line of explorers that the names of the first half of the century of exploration were Spanish. Then about the

middle of the century the Spanish names cease and English names begin to appear. We already know that the reason for this change was the sea raiding of Francis Drake, and the defeat of the Spanish Armada. It is true that the Spanish continued to hold the lands of New Spain, and did so for three hundred years. From Drake's time on, the Spanish were confined to the lands around the Caribbean Sea and in South America.

We have read already that Drake was a rover and a fighter, but he certainly was not a colonizer. There was little that this brave Englishman did aside from crippling the Spanish sea power. The control of the seas was an important thing. Such control prevented the Spanish from coming up the coast beyond Florida. Thus the land of our own Eastern states was held from Spanish occupation until the English were ready to settle Jamestown and Plymouth and establish other early colonies.

Again you see from the time line that the French were as slow as the English in getting started in the New World. Only two French names appear in the entire century of exploration. Verrazano sailed in 1524 and Cartier explored in 1535. Then the French gave up the idea of spending money on the distant wilderness until Champlain appeared on the scene. By the



time the French had explored the Mississippi Valley, most of the English colonies had already been established.

We can properly call the years from 1500 to 1600 the century of exploration. Just before the century started, the New World was found; just after it ended, settlements and homes were started in the new lands. When people start to build homes as they did at Jamestown in 1607, and at Quebec in 1608, we think that the days of exploration are over and that colonization has begun. We shall read the story of the colonization of the New World in our next chapters.

**We End Our Story of Exploration.** Lands have been discovered and ocean routes have been mapped. Brave and adventurous people from the countries of Europe were now ready to sail to the New World to establish their homes and to start the first chapter of our own story. Before we begin that story of our first pioneers, we shall give one final thought to the men called explorers.

We sometimes read of adventure and hardships with little thought of what the words really mean. It is hardly possible for us to imagine the situation that explorers faced. Behind them lay centuries of superstitious fears about the dangers of unknown seas. Even when

these fears were conquered, the sailors set out with only crude navigating instruments, and little or nothing in the way of charted maps. Perhaps only a modern navigator, who has sailed the Strait of Magellan with both modern charts and modern instruments, can imagine the dangers that Magellan and Drake faced with little else but rugged strength, stout hearts, and small, crude boats.

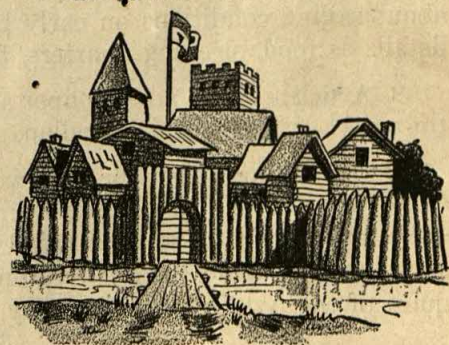
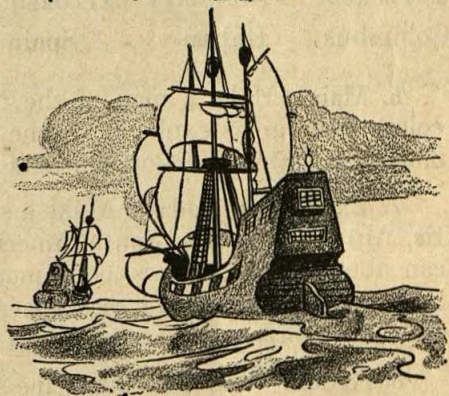
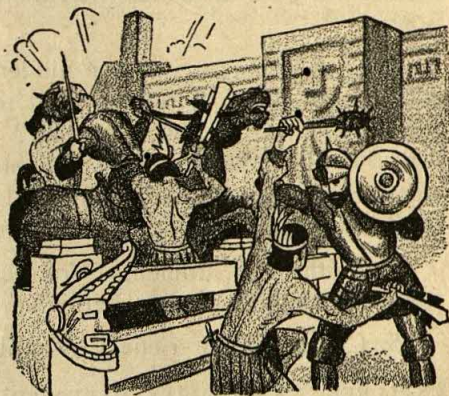
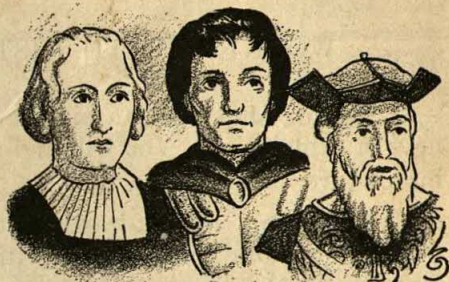
Both small and crude the boats were indeed! Columbus' best sailing boat, the *Nina*, was but seventy feet long. One of the three boats that Cartier sailed through a severe Atlantic storm was only forty-eight feet long. This, if you can imagine such a thing, was probably only about fifteen feet longer than the classroom you are now in. Sleeping quarters were cramped. Long voyages of months' duration found food supplies exhausted or spoiled, and many deaths resulted from stomach disorders. Yet again and again these rugged navigators set out in these tiny boats to sail the unknown seas.

It was thus with a spirit of great courage that the way to the New World was revealed by the early explorers—courageous Christopher Columbus, dashing Sir Francis Drake, Cabot, Magellan, Da Gama. We remember their names, for it was they who took the first steps in finding *Freedom's Frontier*.



## IMPORTANT EVENTS AND MEN OF THE DAYS OF EX- PLORATION

- 1492 Columbus showed the way.
- 1497 Cabot found North America and fish.
- 1498 Da Gama found India—and pepper.
- 1501 Amerigo Vespucci gave name to New World.
- 1513 Ponce de Leon found Florida.
- 1513 Balboa discovered the Pacific Ocean.
- 1519 Magellan started round the world.
- 1519 Cortez began the conquest of Mexico.
- 1524 Verrazano explored east coast.
- 1532 Pizarro conquered Peru and found riches.
- 1535 Cartier sailed the St. Lawrence.
- 1539-41 De Soto explored Southeast and discovered the Mississippi.
- 1540 Coronado led an expedition through Texas.
- 1565 The Spanish started St. Augustine.
- 1567 Hawkins and Drake started fighting Spain.
- 1585-86 Raleigh attempted colonies and failed.
- 1607 Jamestown founded by English.
- 1608 Quebec begun by French.
- 1609 Santa Fe started by the Spanish.





## WORKING WITH HISTORY AND GEOGRAPHY

**1. Picture Map.** Make a picture map of some of the voyages or journeys of exploration. You will find many helpful suggestions about making picture maps on page 429.

**2. Drawing.** Make drawings to scale showing boats used during period of exploration compared with modern liners of today. You might include on your drawings the time it took to cross the Atlantic then and now.

**3. Oral Report.** Suppose modern canals had been built in the days of the explorers. What different routes would then have been used by Drake, Da Gama, and Magellan? See if you can find out how many miles would have been saved in each case. You might include in your class report the name of each canal, the name of the country which built it, the date of completion, and the present importance of these canals.

**4. Arithmetic Problem.** Compare a league and a land mile. How many miles did Columbus go when he covered 59 leagues?

**5. Chart.** Make a chart of exploration using the following pattern:

EXPLORER	NATIONALITY	EXPLORED FOR	DATE	ACCOMPLISHMENT
Columbus	Italian	Spain	1492	Discovered New World

**6. Map.** Make a map of the New World. By means of different colors show areas explored by the English, French, and Spanish. Include the Dutch and Portuguese if you wish.

**7. Exploration Today.** Make a study of modern explorers in the Arctic, Antarctic, Africa, South America, and Oceania. Find out all you can about their motives, equipment, means of transportation, adventures, hardships, and the results accomplished. Compare wherever possible with early explorers. Present your findings to the class.

**8. Article.** Prepare a magazine article on material you have gathered about sailing conditions on early boats (15th century). Include such details as food, sleeping quarters, treatment of sailors, etc.

**9. Article.** Write a newspaper article comparing the voyages around the world of Drake and Magellan.

**10. Storytelling.** Imagine that you were a soldier who accompanied Cortez on his conquest of Mexico. Tell your adventures to the class. You will need to get additional information from other histories or encyclopedias about the adventurous march of Cortez and his final conquest of the Aztecs in Mexico City.



**11. Poetry.** Have a committee make a collection of poems about the early explorers. After members of the committee have read the poems aloud, let the class members select their favorite by a vote. Ask your teacher to help you prepare this poem to present in choral reading to another class or for an assembly program.

**12. Interesting Books.** Work with a committee to make a list of books with a background of exploration. These lists may be left with your teacher for other classes or presented to the library. Write a brief review of each book. For example: *Spice and the Devil's Cave* by A. D. Hewes is an exciting adventure story of the search for an all-water route to the Spice Islands. In the pages of this book such famous explorers as Magellan and Da Gama become real people. One of the most thrilling periods of history comes to life.

**13. List of Explorers.** Make a complete list of all explorers who left their names in our geography or any phase of our modern life. Don't forget advertisements.

**14. Geography and History.** Don't forget the importance of geography to our history story. You might locate and study places mentioned in this book such as: the St. Lawrence River, Montreal, Quebec, Lake Champlain, Lake Ontario, Florida, Santa Fe, Philippines, etc. Prepare a written or oral report on how geography was important to the French explorers.

**15. Historical Advertisements.** Many advertisements in magazines show scenes from adventures of the explorers. Begin collecting these. You might also collect interesting clippings from newspapers or magazines that refer to the explorers.

**16. Challenge.** In several groups of activities there will be a "challenge." To challenge means to question. These activities are designed for the pupil who questions and seeks a difficult assignment that will test his powers of research and organization. To carry out these assignments successfully, a pupil will need to consult encyclopedias and other reference books in the library. Often his research will lead him to magazines, newspapers, radio programs, and personal interviews. The challenge is only for the intellectually courageous. Don't say we didn't warn you! Here's the first challenge: England began to "rule the waves" and establish colonies which laid the foundations of the British Empire. Discover how each part of the empire was explored and colonized. Present your findings to the class by means of a floor talk. Be sure to have a map of the world to point to as you talk.



Superior students who are not daunted by hard work, should look for Challenge Activities in the chapters that follow.

**17. Stamp Collections.** Many stamps have scenes of historical events. Such stamps are called "commemorative stamps" by collectors. Have some stamp collector of your class make a display of special stamps commemorating the explorers. There might be someone who has some of the very valuable Columbus stamps or the less expensive ones showing Hudson, Balboa, or the Norsemen. Have your stamp collectors tell the class interesting facts about the events shown on their stamps.

**18. Current Events.** Reports and discussions on current events can be an interesting way to study history that is happening today. You can find some good suggestions on page 430 that will help you make your current events one of the best parts of your history study.

#### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Jacques Cartier	Vasco de Balboa	Aztecs
Samuel Champlain	Hernando Cortez	Hernando De Soto
Giovanni Verrazano	Francisco Pizarro	Francisco Coronado
Iroquois	Incas	Henry Hudson
Father Marquette	Hurons	corsair
Louis Joliet	Algonquins	typhus
Robert La Salle	Ferdinand de Magellan	scurvy
Amerigo Vespucci		portaging



## Unit Two

### *Colonial Times in America*

*Chapter 3. The Hardships and Courage of Jamestown*

*Chapter 4. Land of the Pilgrims' Pride*

*Chapter 5. From Penn's Woods to Serra's Missions*

*Chapter 6. The Work and Play of Colonial Youth*

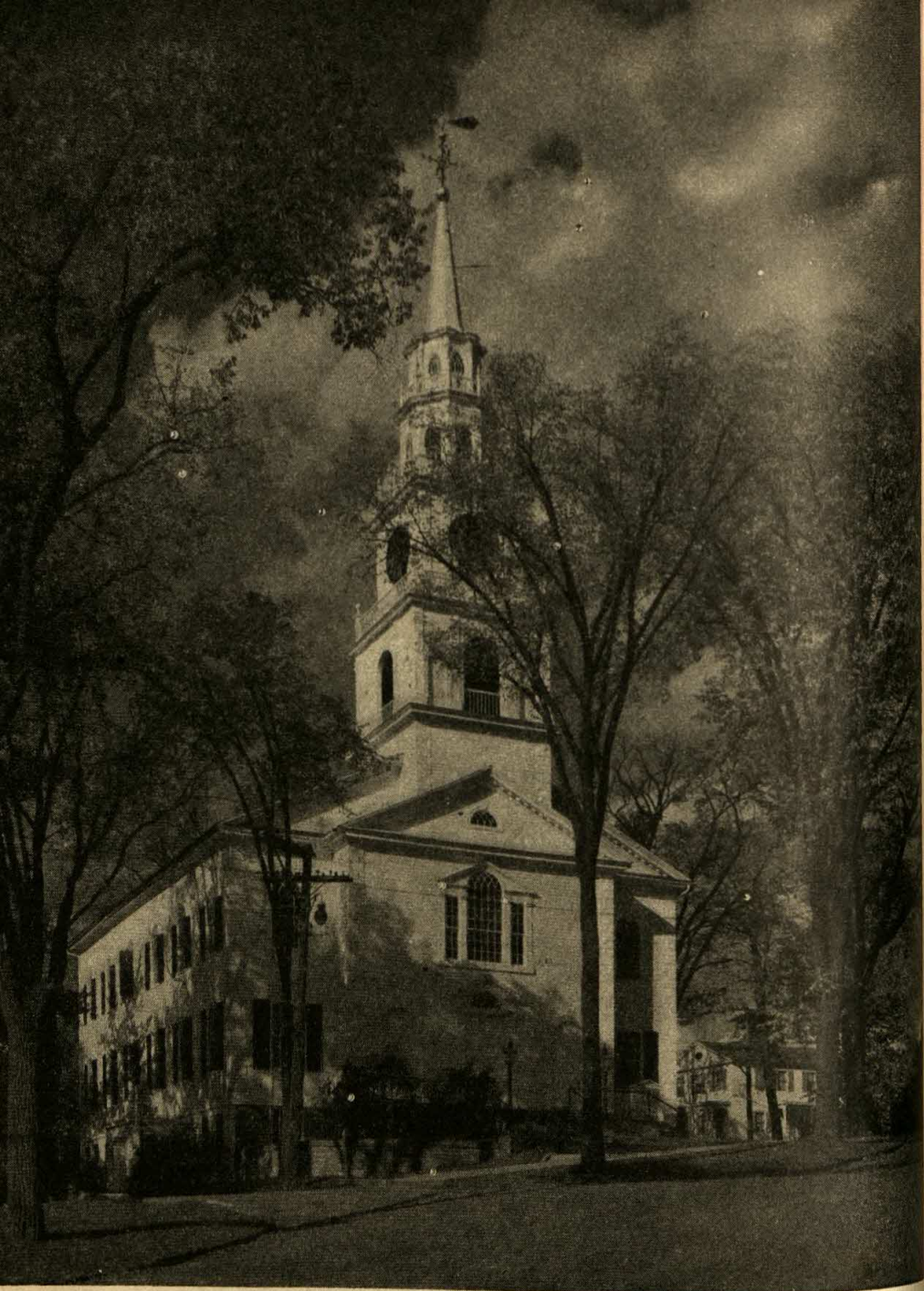
*Chapter 7. Ideals of Liberty Develop in Colonial Times*

For many years the brave explorers sailed their small boats over the oceans of the world. They searched with undaunted courage for new lands of spices and gold. And the merchants and rulers of the Old World watched for the return of caravels and galleons to see what riches had been found.

Then the people of western Europe gradually began to think of the New World as a place to build homes. The men with this new idea were as brave as the explorers before them. But a great change had taken place. Women, too, stood on the creaking decks and gazed westward to the dim outline of the New World ahead. Some held babies in their arms. Men and women were searching for another kind of riches—something that could not be brought back in the hold of a ship. They wanted homes, and that was what they found in America. These people were to be called colonists because they were to be governed by the rulers of European countries.

This unit is a story of colonial times in America. For over a century and a half these colonists worked hard until they had earned the right to be completely free. It was such men and women who began to settle the land of our frontier. They did more, however, than open up new areas of territory. They also founded a new nation of liberty. They finally discovered the richest prize of all in *Freedom's Frontier*.





Colonial churches and meeting houses are seen today throughout the land where our forefathers once lived. These buildings are evidence of the religious freedom which was a very important ideal developed in colonial times.  
(Gove's Studio)



## *The Hardships and Courage of Jamestown*

The city of Washington is the heart of our great country. Many Americans have visited our country's capital, and all of us should plan this journey some day. Imagine that you are beholding the landmarks of history in that city for the first time. On the east bank of the Potomac we see the Lincoln Memorial in solitary grandeur. Over there the massive dome of the Capitol Building is standing well above the city's roofs. High above all a great shaft of marble rises over five hundred feet as a symbol forever of the great man who guided our little country in its first, difficult days. It is for him we have named our capital city Washington.

The memorials to Washington and Lincoln remind us that we are standing on the ground where much of our country's history has taken place. We remember the stories of great Americans, and such names as Adams, Jefferson, and Webster come to our minds. We realize that we are standing where those men stood, and where they worked to build our country.

With this realization there comes to each of us a feeling of special pride that the country of these great men is our country, too. Each one is thinking, "This, too, is my country. I am an American."

Those of us who remember our history stories might think of the days before Washington and Jefferson. Our imagination could carry us far back in memory as we turn and look down the Potomac. We close our eyes and everything fades away as we think back more than three hundred years. The city of Washington has vanished, and nothing but forests line the edge of the river. No steamer plies the Potomac—nothing is visible but a large rowboat called a pinnace equipped with a small sail. A party of men has come up the river in search of either gold or a passage to the Pacific, but they are discouraged and are ready to turn back. One of the men in the small party is named Captain John Smith. This group of men is out exploring from a tiny settlement a little over a hundred miles to the south which they and others had



just settled. In honor of their King, James of England, they had called their settlement Jamestown.

**The Story of Our Country Begins with Jamestown.** We must go back and read of Jamestown, for it is the real beginning of our history. Look again at the time line on page 33. You will find *Jamestown* just after the line marked 1607. Now if you will search through the names before that time you will find largely names of men and not of places. That means that for over a hundred years men had been exploring and traveling, but few had stopped to build homes and start cities. The exceptions to this general rule were the Spanish, who had started many towns to the south. It is at Jamestown that our country's story really started, with the first permanent English settlement on the soil of what is now our own United States.

You will remember in our story of the English Sea Dogs that Raleigh had attempted to start two colonies in the region of Chesapeake Bay. You recall, however, that disaster followed each attempt and that little resulted except the naming of the land Virginia. However, the English could not forget that the Spanish had taken great riches out of the New World. Since the Spanish sea power was now broken there

seemed many reasons why the English should try again to establish colonies here. Soon a company of knights, merchants, and adventurers was organized for the purpose of sending "a colony of sundry of our people into that part of America commonly called Virginia."

We find in 1607, about a century after the death of Columbus, three English ships anchored in a broad river in Virginia which was named the James. The next day the ships sailed farther up the river through a country of streams and woods that were so beautiful that one of the party wrote that the men "were almost ravished at the sight thereof." These same men were soon to be ravished, but by hardships and death and not by the beauty of the scenery of Virginia. Captain Christopher Newport, who was in charge of the boats, found a place up the James River where his vessels could conveniently be tied to the banks. The men stepped ashore on the site of Jamestown, and the story of America was started.

**Our History Starts with Hardships and with Death.** We have read already of the hardships endured by the explorers during their long ocean voyages, or when they had attempted to spend a winter in the New World as had the party





**The Stockade at Jamestown.** This scene from a motion picture shows the first permanent English colony in the New World. (From "Jamestown" *The Chronicles of America Photoplays*. Copyright. By permission of Yale University Press)

of the Frenchman, Cartier. Conditions were little better at the time of the founding of Jamestown. The ships had a long voyage from England and sixteen of the original party of 120 colonizers died before the voyage was over. There was also trouble among the men who were to be the leaders of the colony. The people in London, who controlled this enterprise, had selected a council to run the affairs of the new colony. But the names of the men selected were sealed and

no one knew who would be the leader until the expedition reached the New World. Without definite leadership, arguments arose on board the ships, and one of the men, John Smith, was put in irons when another accused him of planning a conspiracy.

Our first English colony was therefore started with difficulties, quarreling of leaders, and many deaths on the voyage. It was also soon discovered that they had selected a very poor place to build a





<sup>2</sup>Part of the First Brick Church at Jamestown. This is the front of the restored church where the first representative assembly of the New World met in 1619. (Courtesy Virginia Conservation Commission)

permanent colony. Nor were these all the difficulties that were encountered. A large part of the men of the party were gentlemen. Today it doesn't sound like a very serious problem to have a gentleman in a party. But in those days the word meant that the man was either one of the nobility or an adventurer of some sort. At least there was a great difference between a gentleman and a craftsman or tradesman. These latter men worked with their hands, and a gentleman did not. These gentlemen were soon to find out that men thrown onto their own resources in a wilderness either worked—or they died.

Still another problem existed to make difficult the first days of Virginia. The men of the settlement were banded together to work for the company. Supplies were passed out equally to each one whether he

worked or not. Anything that was produced was put into a common stock. It very shortly developed that many of the men lacked any personal interest in working for the company since no man had his own piece of land.

Thus our country's story began amid many obstacles. Soon the men of Jamestown were in the middle of a hot, stifling summer. They were drinking the poor water of the James River. Captain Newport had selected a good place to tie boats, but a poor location for fresh water. Though they did not know the danger, these same men were bitten by the malaria mosquitoes from near-by marshes. Deaths began to occur so frequently that we wonder today why the men left alive did not flee from the place of death they called Jamestown. Consider that the



little town was started by about one hundred men. That meant that each man probably knew personally all the other settlers. Imagine, as you read, the feeling of despair that must have existed as the following took place:

"The sixth of August there died John Asbie. The ninth day died George Flowre of the swelling. The tenth day died William Bruster, gentleman, of a wound given by the savages. . . . The fourteenth day Jerome Alickock, Ancient, died of a wound, the same day Francis Mid-winter, Edward Moris, Corporall, died suddenly. The fifteenth day there died Edward Browns and Stephen Galthrope. The sixteenth day—"

The dismal story of the first months goes on through August and September. Relief came with the cool days of winter—but by that time less than fifty men were alive in Jamestown.

### *LEADERS OF OLD VIRGINIA*

**Captain John Smith Comes to the Rescue.** After the first few months of sickness, death, and despair, the few remaining colonists at Jamestown were so discouraged that confusion existed everywhere. Fortunately, one man in the group had a good deal of energy and common sense, and soon became recognized as a natural leader. You remember, no doubt, about John Smith

from your reading in lower grades. It is important to study what this bold leader did to save the Jamestown colony from disaster.

Smith had led an adventurous life, even though he was still a very young man when we find him in trouble at Jamestown. His early days remind us somewhat of Francis Drake, for the two went to sea at the age when most boys today are entering high school. When difficulties arose at Jamestown, young Smith was able to fight, deal with the natives, or control the men of the party who were unwilling or unable to work. He did all of these things so well that he takes his place as one of the outstanding men of our early history.

By November of the first year the men of Jamestown were desperately in need of food. Too much time had been spent in exploring, quarreling, or idleness, and not enough in planting crops. The boats that had brought the party to the New World had sailed back to England, and the food left behind would plainly not hold out for any length of time. The Indians seemed the answer to the problem, for these natives appeared to have a good supply of corn. How to get it was another matter. The Indians of the region had been friendly at times, but at other times suspicious of the little band of white men. Perhaps already these





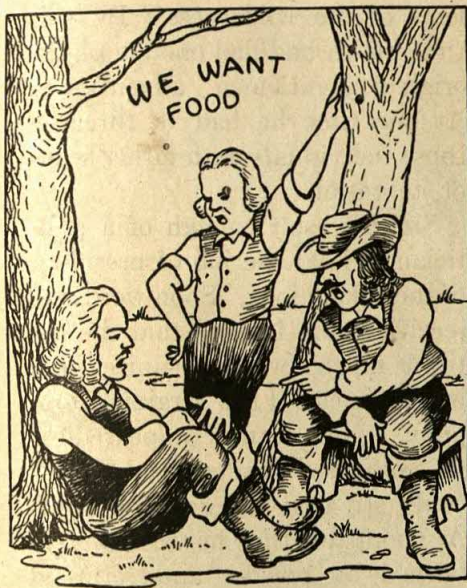
**Captain John Smith of Jamestown.** This adventurous explorer did much to save the colony of Jamestown during its first perilous years. (Courtesy Virginia State Chamber of Commerce)

natives were wondering whether some day more white men would join the party and their tribes would be forced back into the wilderness. We can see that to get sufficient supplies was not an easy job. The difficult task was given to Captain John Smith.

**John Smith Becomes a Trader and an Explorer.** It isn't necessary to repeat the story of the adventure that befell John Smith when he took a small boat called a shallop

and started out after food. You all remember the legend that he was captured by the Indian chief Powhatan who decided to dash out the brains of our exploring captain. You also remember that the chief's daughter Pocahontas was supposed to have pleaded for the life of the white man. History isn't quite sure that this adventure took place, but it does make a good story. We do know, however, that Captain Smith returned to Jamestown with supplies and that





No Work No Eat. A good American custom began at Jamestown.

the people were very grateful for being saved from starvation.

It would be a mistake to think that all of the people of Jamestown were willing followers of Captain John Smith. In fact, some other members of the council were opposed to him. You remember this same captain was put in irons on the first voyage from England because of opposition of other leaders. When he returned from his adventure with Powhatan, another charge was made that Smith was responsible because men had been killed on the expedition. The arrival of boats from England saved Smith from a charge that if proved would have resulted in his death.

Now that he was free from the

opposition of other council members, Smith again went up the streams and into the forests of Virginia. On one of these expeditions, he led his men down the James and then up a large river to the north that we call the Potomac. Up this broad estuary these men sailed and rowed their small pinnace until the very site of our national capital was reached. Smith, however, beheld no giant capitol dome; no shaft of marble glittered high in the sun.

This trip ended in discouragement, for the party was hoping to find an outlet that would lead them to the western Pacific. Little did our explorer dream that three thousand miles of wilderness lay



beyond the Cumberland Gap, and that generations of frontiersmen would come before this new continent was completely explored.

Smith was looking for gold also. The company back in London was getting impatient with this little, New World settlement that seemed to be finding nothing but trouble with Indians and sickness. The party had returned with neither gold nor a route for a western passage. Smith did bring back from these trips, however, enough information to make an accurate map. This map is a remarkable achievement when we realize that he was charting an absolute wilderness.

John Smith returned to Jamestown after his explorations and served for a time as the president of the council. The colony was growing now, but there were still problems to solve. Again food was scarce and at one time our resourceful captain even placed some Jamestown inhabitants as boarders with the Indians. Now again the colony received letters from home criticizing everyone, and particularly Smith as the president, for not sending more wealth back to England. Smith, with some temper, but also with a good deal of common sense, wrote an equally hot letter back to London. He told the directors of the company to send out some real workmen to the colony who could meet the prob-

lems of the wilderness. By this time Smith had had enough of the original gentlemen adventurers. At one time he had to threaten those individuals with either work or starvation.

Smith wasn't enough of a politician to hold the job of president of the colony long. Soon word was received from London that the entire company was reorganized and was to be called the Virginia Company. New names appeared as the proposed leaders and Smith could see that his day was over. At about this time he was severely burned by powder and returned to England for treatment. He never saw Jamestown again. As proof of the ability of this pioneer, we note that no sooner had he departed than the affairs of the colony again became confused. When the representatives of the new company arrived, the colonists were again undergoing terrible suffering and death. Smith, the explorer and corn trader, was already being missed.

Thus Captain John Smith, hardy and capable pioneer leader, stepped out of the pages of history of the Western World. He reappears for a brief period in 1614 when he sailed the coast of New England and took back an exceptionally accurate map of the coast. Then we hear of him no more, though we must always remember John Smith





**The Statue of Pocahontas at Jamestown.** This statue honors the Indian girl who, according to the legend, saved the life of Captain John Smith. (Association for the Preservation of Virginia Antiquities)

of Jamestown. Without question the man was a boaster who loved to tell tall tales. He also had the weakness, or perhaps strength, of criticizing his equals and superiors, so that they were constantly opposing him. Nevertheless, in the first dark, dismal days of Jamestown, it was Captain Smith who had the physical strength and common sense to save the first English venture in the New World.

**Thomas Dale Carries On.** As soon as John Smith left Jamestown the affairs of the colony again became desperate. The winter was particularly severe, and soon houses were being cut down for firewood. In history we read of these months as the Starving Time. The Indians became treacherous again, and many colonists that escaped starvation were killed. Smith left four hundred settlers



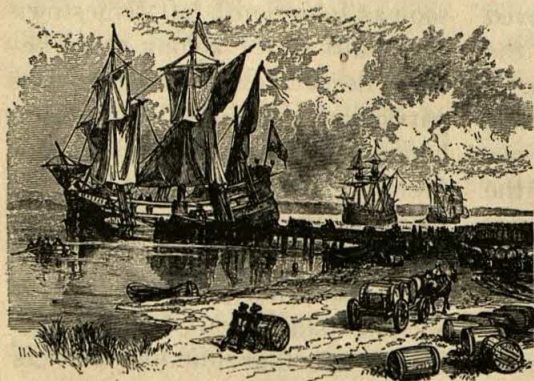
along the James River. When help finally reached Jamestown, the new leaders found only sixty people alive. These few were weak from suffering and were preparing to leave, but with new help and food from England the colony was saved.

Jamestown was not only saved, but the young settlement soon grew healthy and vigorous. A good class of people had begun to join the group in Virginia. The directors in London might have been impatient with the letters and criticisms of headstrong John Smith, but these same directors were giving attention to the demands that Smith had made. As a result we find that among the newcomers were to be found "brickmen, gardeners, and shoemakers."

Lord De La Warr was the new governor of the colony. If you read his name together you will see where we get the names of a river, a bay, and one of our states.

For a while the governor's representative in the colony and the man who really had charge of affairs was a stern marshal by the name of Sir Thomas Dale who ruled with an iron hand. So, with enlarged authority, Dale met with excellent success in bringing the unruly mob of settlers under control of the military code.

You remember that one of the chief problems of the colony, when it first started, was that no one owned land but everyone worked for the company. This condition seemed to encourage idleness on the part of many members of the group. Dale gave each one his own property, and with the encouragement that every man had of working for himself, conditions began to improve at once. Soon the settlers were growing a plant that was almost as valuable as the gold the first settlers had searched for in vain. That valuable plant was tobacco!



**Tobacco in Early Virginia.**  
The first settlers of Virginia failed to find gold, but they did find the tobacco plant which proved to be very valuable. The picture shows tobacco kegs being loaded onto the ships.  
(Culver Service)



## VIRGINIA LIFE AND AMERICAN IDEALS\*

**Plantation Life in Virginia.** You remember that the men Columbus sent ashore in Cuba to look for the ruler of China, returned to the boat with a strange story of seeing natives stick short torches into their mouths in order to suck the smoke. These torches of tobacco had been taken to Europe, and the trade thus developed was a profitable one for Spain. With the wheat, pumpkins, and melons that the Jamestown people tried to grow, were some tobacco plants. One of the planters succeeded in drying the leaves in such a manner that it was easy to ship the product to England.

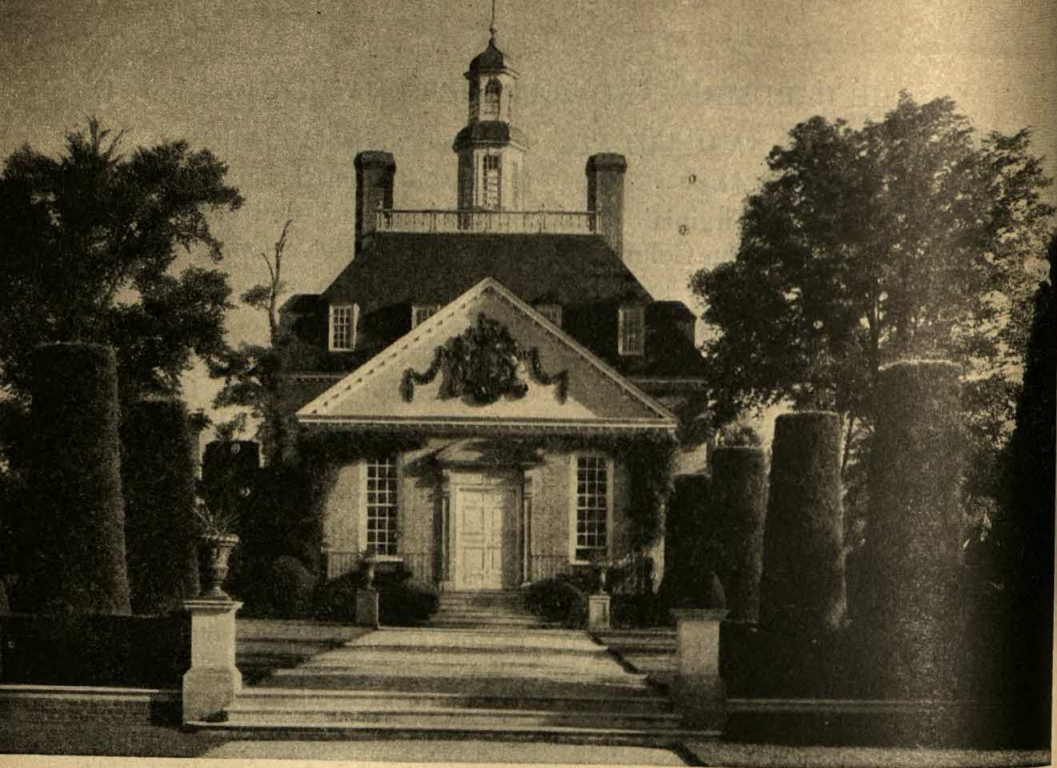
Here at last was the profit that the people of Virginia wanted, for at one time the tobacco leaves sold for as much as twelve dollars a pound. We even find a time in Jamestown when tobacco leaves were used as money in the same manner that people in Europe had used pepper berries before Da Gama's voyage. Now indeed there was excitement in the new colony. Boatloads of new farmers began to enter the James River, and it soon became necessary for these newcomers to go far inland in order to get land. Everywhere there was rich land for all who came. For centuries these forests that John Smith explored had been deposit-

ing layers of rich decay that made a fertile soil. Soon these same forests were being cut down on every hand as the later colonists cleared sufficient land to start new tobacco fields.

It was not long before a way of living, called plantation life, was established in the valley of the James. Men who had influence, or those who could get control of much land, began to develop large farms, or plantations, as they were called. These men knew nothing of fertilizing the ground, and, as tobacco wears the soil out quickly, they had to acquire more and more land. As soon as one piece of land was used up, an adjoining field would be planted. Soon their holdings would cover hundreds of acres. Many servants or slaves were needed to hoe the crops and pick and cure the tobacco leaves. These owners lived in houses built near the rivers, often many miles from the nearest neighbor. Ocean-going ships tied up at the plantation wharves, unloaded manufactured goods from England, and took on great hogsheads of tobacco.

\* This type of life was to furnish our country with many of our early leaders. Mount Vernon, the home of Washington, and Monticello, where Jefferson studied the science of farming, were plantations of Old Virginia.





**Ballroom Wing, Governor's Palace.** The grounds around this building are the most beautiful part of the restored city of Williamsburg, the first capital of Virginia. (Courtesy Colonial Williamsburg, Inc.)

**Some American Ideals Begin in Virginia.** Almost two centuries were to pass, after the settlement started at Jamestown, before the work of settling our country was to result in establishing our own United States. A few American ideals, however, began with the first days of Virginia. To begin with, the men at Jamestown had to work hard and be resourceful in order to keep alive. Both John Smith and Thomas Dale recognized the necessity of establishing one of the basic rules of the American way of life. That rule is that each American, to be worthy of the

privileges of his country, must be able and willing to work. That rule proved to be a valuable one before the prairies and mountains of the American frontiers were conquered. It is as American today as the name John or the name Smith. The man who had both names started something when he decided that every man in Jamestown must work. The word gentleman now had a new meaning.

In 1619, when the settlement was only twelve years old, an event of such importance took place that it should be known and remembered by all Americans. In that





**The Raleigh Tavern, Williamsburg, Virginia.** This building has been restored outside and in to the exact conditions of the original Raleigh Tavern. (Courtesy Colonial Williamsburg, Inc.)

year, in the church in Jamestown, with Master Buck the minister of the colony opening with a solemn prayer, there was held the first session of the Virginia House of Burgesses. There, for the first time on the American soil, representatives elected by the common people met and discussed the problems that were for the common good. Few things that happened in our early history were of more importance than this meeting. To realize just how important this occasion was, we must know that King James I of England was not a liberal king. In fact, at this very same time he was trying to do away with the English Parliament. Fortunately, some men in the Vir-

ginia Company were liberal, and they gave the Virginia settlers the right to choose a few men to meet and assist in making the laws.

• It is important to remember that the Virginia House of Burgesses was the first representative assembly in the Western World. Each of the eleven settlements in the colony sent two representatives or burgesses as they were called. These men discussed problems about defense against the Indians, the growing of difficult crops, and the religion of the colony. And thus a custom was established that was to be a basic American ideal. In the New World, government was to be by representatives of the people.



**Nathaniel Bacon, New World Patriot.** The ideal of representative government was threatened many times before it was finally and forever established in the Constitution of the United States. The first test of this American institution came as a result of trouble with the Indians. A tribe called the Susquehannocks lived near the present capital, Washington. They were justly provoked at the loss of some of their own warriors and set upon the outlying settlements of the Virginia colony. This continued until some of the plantation servants of a young man by the name of Nathaniel Bacon were killed by the marauding Indians. Bacon was a vigorous leader. He soon had a following of inland planters gathering around him and a message was dispatched to the colony's governor, Sir William Berkeley, demanding an order to march and fight the Indians.

It wasn't surprising that Berkeley should have trouble with people who were interested in solving a common problem. This representative of the king once said, "I thank God there are no free schools nor printing, for learning has brought disobedience." Berkeley proved to be an evil-tempered old man much more concerned with showing his own importance than with giving attention to the real problems of the planters. He re-

fused to give attention to the request of the colonists, for no particular reason than perhaps the fact that the colonists had demanded help. Berkeley didn't like demands, and he didn't like Bacon. "That man," said the old Governor, "is popularly inclined." This meant that the Governor himself wasn't much interested in popular problems. Nathaniel Bacon, irritated by Berkeley's indifference to the dangers of the plantations that were open to Indian attack, marched without permission against the Indian marauders and defeated them. Following this defiance of the Governor's orders, Berkeley sent a force of men to arrest Bacon.

For some time the affairs of Virginia were in a turmoil largely due to Berkeley's indifference to the welfare of the settlers and the quarrel between the Governor and Bacon. Bacon gained control at first and forced the Governor to give attention to the Indian problem. But the Governor was angry at the fact that his own supreme position and word had been challenged. The difficulty between the Governor and those he ruled was not really settled. Nathaniel Bacon died, and many that supported him were hanged because of opposition to the appointed Governor. If the immediate results were not great, the influence



on our history was of much importance. Bacon had taken the stand that the people should not only have a representative government, but that those representatives should act for the good of all of the people. That ideal and the principles of representative government were to be established as the foundation of our country.

### Virginia Gains a Firm Foundation.

Out of the suffering and hardships of the first group that settled Jamestown, eventually there grew a strong and vigorous colony. The growing of tobacco led to the establishment of large plantations. From these plantations and smaller settlements that spread inland, representatives gathered to direct the affairs of the people. American ideals of living began to take shape. Our country's story was well started in those early days of Old Virginia.

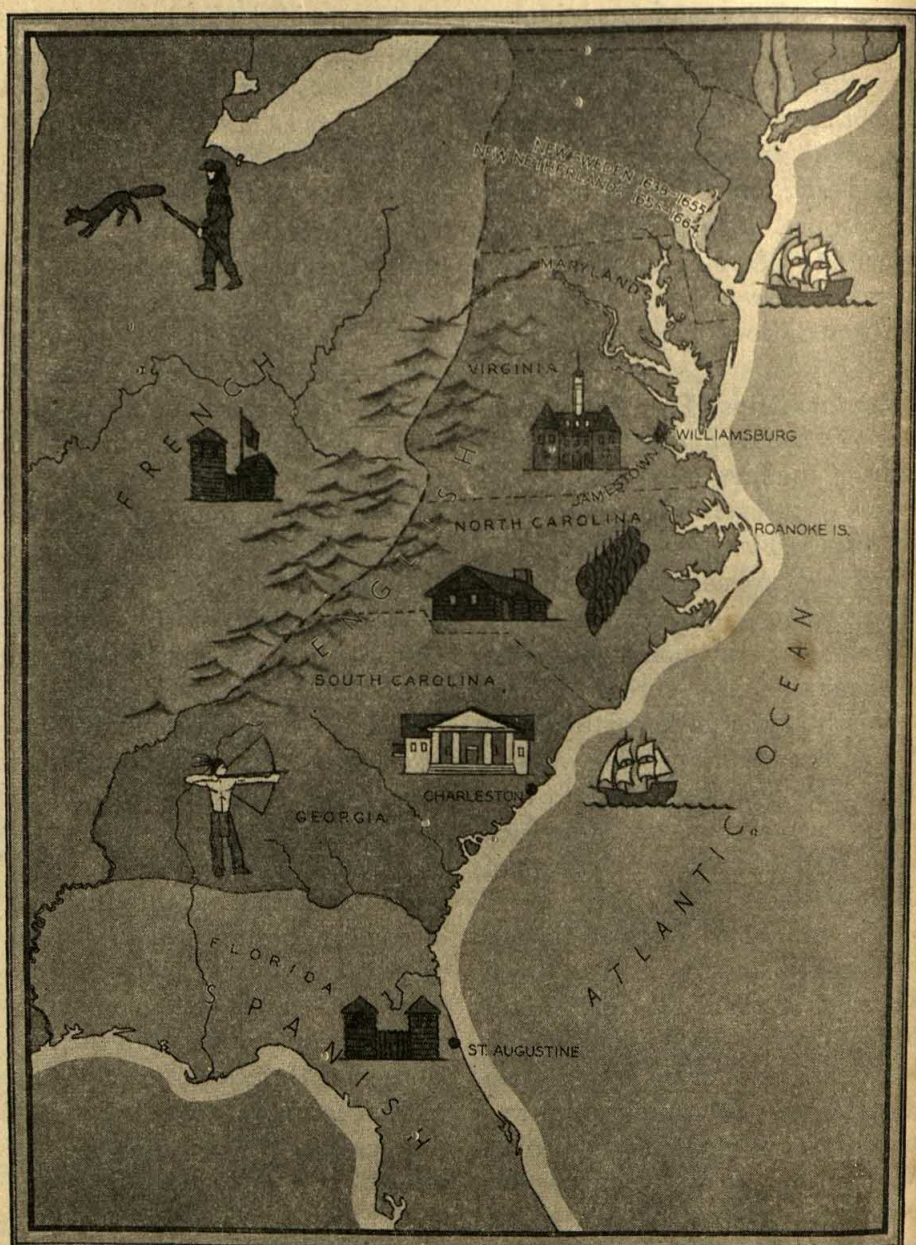
The capital of Virginia did not remain at Jamestown. The Royal College of William and Mary opened in 1694 at Williamsburg, a location a few miles inland from Jamestown. Soon the capital was moved to this new site, and here at Williamsburg much important colonial history took place. It was here that a fiery patriot named Patrick Henry defied the English king and his ministers. It was at Williamsburg that George Wash-

ington decided to join with those who were to fight for independence.

Williamsburg, Virginia, may be seen today as it was in the days of Washington, Madison, and Jefferson. The old buildings have been reconstructed or repaired. The fortunate visitor to this historic site will be greeted by attendants who dress and live in the costumes and manners of Old Virginia. These attendants will show one where colonial society danced the minuet in the royal governor's palace, or where colonial rogues suffered in cells behind nail-studded doors in the public gaol.

Virginia was not the only settlement that was started along the southern coast. Maryland, Carolina, and Georgia were established as colonies. We shall tell of them in another chapter. We should now shift our attention from the first English settlement in the South to another venture that was of equal importance in the beginning of our country. Just a little after the Virginia settlements were sending representatives to the first House of Burgesses, a tiny ship was anchoring far to the north and the passengers were landing on a stone that was to be called Plymouth Rock. The story of Plymouth of the North and Jamestown of the South are the first two important chapters in the history of America.





**The Southern Colonies.** Notice the places you have studied such as Jamestown and Williamsburg. This map shows how the settlements in South Carolina and Georgia kept the Spanish from coming up the east coast.



## WORKING WITH HISTORY AND GEOGRAPHY

**1. Written Report.** You have read in the text about the Old World idea of a gentleman as a man who did no work. Write a two-paragraph article contrasting our idea of a gentleman today with this Old World idea.

**2. Oral Report.** Plan to explain to your class facts we know today about conditions affecting health which would have helped the settlers of Jamestown.

**3. Illustrated Booklet.** Organize a committee to prepare an illustrated booklet telling the legend of Pocahontas and Captain John Smith. The work might be divided among the artists and writers in the class.

**4. Play.** Write and prepare to present a series of skits dramatizing the life of Captain John Smith.

**5. Picture Map.** Make a picture map of early Virginia showing Jamestown, Williamsburg, Smith's explorations, and any other interesting items you have learned from reading this chapter.

**6. Proclamation.** Sir Thomas Dale decided that it was necessary to order every man of Jamestown to work. Write a one-page proclamation as you would imagine Sir Thomas Dale might have written it.

**7. Editorial.** Write an editorial explaining why an autocrat like Berkeley would say, "I thank God there are no free schools, nor printing." Explain why this is an argument in favor of free public education and freedom of the press.

**8. Historical Story.** In the chapter which told the story of the English explorers, you read that Sir Walter Raleigh attempted to establish a colony. Find out all you can about this, and tell the story of the Lost Colony to the class. For those of you who like to write historical fiction, a story based on what you think might have happened to these colonists should offer a challenge.

**9. Travel Folder and Reports.** You have read about Williamsburg in this chapter. Find out all you can in your school library about this interesting old place. You might like to make an illustrated travel folder showing scenes the tourist might enjoy. You will find directions on page 434 for making travel folders. You might also give a talk in which you explain how colonial life has been duplicated in Williamsburg.

**10. Written Report.** The term "plantation life" is used to describe the way people lived in the South for many years. Write a brief explanation of what is meant by this. Be sure to use your own words.



**11. Oral Report.** Make an outline for an oral report on Nathaniel Bacon. See page 428 for directions on how to make an outline.

**12. Notebook.** Start a list for your notebook of place names mentioned in this chapter. Add to this list as you study the other chapters of this book. Give the person for which each was named, if you can find out. For example:

## PLACE NAMES

Jamestown  
Virginia

## NAMED FOR

King James of England  
Queen Elizabeth, the virgin queen

You will no doubt be using a notebook for your history projects. We suggest you look on page 434 to get some good ideas on how to make an attractive notebook cover. There are some illustrations of covers made by pupils.

**13. Geography.** Prepare a report on the geographical features of the southern colonies: mountains, valleys, rivers, climate, harbors, products, etc. What changes have taken place since colonial times in what the state produces?

**14. Challenge.** You have read about the beginning of the Virginia House of Burgesses in this chapter. Many people refer to this as "the beginning of democratic government in the New World." Write an article in which you explain why Americans today should know and remember this colonial government.

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Captain John Smith	Governor Berkeley	pinnacle
Captain Christopher Newport	Nathaniel Bacon	shallop
Sir Thomas Dale	plantation	Powhatan
Lord De La Warr	representative	Pocahontas
	government	House of Burgesses



## *Land of the Pilgrims' Pride*

### **On a Stormy Rock-bound Coast.**

It was a few days before Christmas. It was cold, bitterly cold and dismal, on board a little boat riding the waters of Cape Cod Bay. The shore, too, looked bleak and uninviting, for it was winter in New England. No habitation or sign of life was there to bring warmth and cheer to the scene of wave-dashed rocks and wooded hills drenched with icy rain and sleet. The damp cold of New England's coast was everywhere—everywhere except in the hearts of a hundred people crowded in a little boat. The ship was the *Mayflower*, and a leader among the passengers had called that group of people Pilgrims.

If you were in New England the week before Christmas, you could motor to Plymouth on Cape Cod Bay and there see a ceremony in honor of the people who landed on these shores over three hundred years ago. The date of that landing was December 21, 1620, although we know that for some time before that the people on board the *Mayflower* had sent out parties at different parts of the bay. These shore expeditions, led generally by Captain Miles Stan-

dish, had searched for sources of food and fresh water, and had looked for signs of Indians. Very little was seen of either. Some baskets of Indian corn had been discovered to show that natives had lived there and a few frightened Indians were observed lurking in the woods. It was not until a later date that the Pilgrims learned that most of the Indians of the vicinity had recently died of disease. In fact these searching parties found little except frozen forests. They had returned to the *Mayflower* with colds due to exposure and the drenching they received in landing from the small pinnace.

There was sickness, too, on board the *Mayflower*. Small wonder that it was so, for the journey from Europe had taken two months. They had encountered many severe storms that tossed the one hundred twenty-five foot boat about, repeatedly drenching the passengers and their belongings. They were crossing the Atlantic in winter, a passage none too pleasing even in the luxury of protected ocean liners today. Even after America was reached, the greater part of the passengers remained on



board while the landing parties explored. One of the first expeditions on land was a party of women who thereupon did the washing for the past two months. Rough sailings had given little opportunity for cleanliness. All were anxious to land and start building their homes.

Finally a place was found that suited their needs. It was across the bay from the point where Captain Miles Standish had led the first landing party. There were many advantages to the location, even though wood was not handy for building and fires. There was a good deal of cleared ground where Indians had planted corn in past years. There was a small harbor, and springs of fresh water near by. Most important for their safety, there was a hill where they knew a fort could be built to great advantage. Here, too, they would be located where they could look out to sea and think back to their homes in England—homes and relatives that most of them would never see again.

Thus it was that on a cold and rainy December day the Pilgrims landed at Plymouth. There was a rock where it was said they first stepped ashore. The rock was moved later to a place near by. Over that historic stone today there stands a granite canopy, to preserve for all time "the place where

first they trod." So landed the Pilgrims, who had hoped and planned to sail for Virginia, but who, guided by contrary currents and their God in whom they placed such faith, started the first English settlement of the North. Jamestown of the South, and Plymouth of the North—these are the springs from which rose the streams of American life. These are the first two chapters in our history, and we should know them well.

**What Sought They Thus Afar?—Freedom to Worship God.** This was a different group of people with far different aims than the band who had sailed up a river to the south thirteen years before to settle Jamestown. Jamestown was a business venture organized mainly to make money for the promoters in London. The people who landed in Plymouth, on the other hand, were looking for religious freedom. William Bradford, one of their leaders, had done well in naming them Pilgrims. Pilgrims are people who make journeys or wander from place to place for religious reasons.

Perhaps you have read in lower grades how this little band of English people had wandered about looking for a home where they could worship God in the manner they thought was right. They first met in the little town of





The Mayflower at Cape Cod Bay. A cold, dismal coast faced the Pilgrims who had searched for a free land where they could worship God.

Scrooby in the north of England. Here young Bradford, William Brewster, and other Pilgrims got together to worship God. This appears to us a very worthy idea and not one likely to cause trouble, but the reason they met together was that they had criticized the Church of England. They wished to meet and worship in a manner more simple and direct than the elaborate forms required by the official English church. It was not long before the authorities heard of this group of *Separatists* who were so

called because they had separated themselves from the regular church. They were ordered to cease their group meetings and attend only the official church.

These people, who were later called Pilgrims, were strong willed. They had deep convictions that they were right in their beliefs. It was well that they were strong people and that they did have deep convictions. Without both they would never have kept together throughout the years until their Pilgrim wanderings brought them



to the bleak shores of New England. After the king ordered the Separatists to break up their separate religious meetings, there followed a period in which Bradford says, "they were hunted and persecuted on every side."

**Looking for a Refuge.** The various parts of the Pilgrim band finally assembled in Leyden, a town in Holland. There they were given freedom to have any type of religious service that they desired. For some years they lived among the Dutch people, but even this home did not suit them. They saw their children growing up among the Dutch of Holland. These easygoing people considered Sunday as a sort of holiday. This displeased the Pilgrims who objected to any amusements on Sunday.

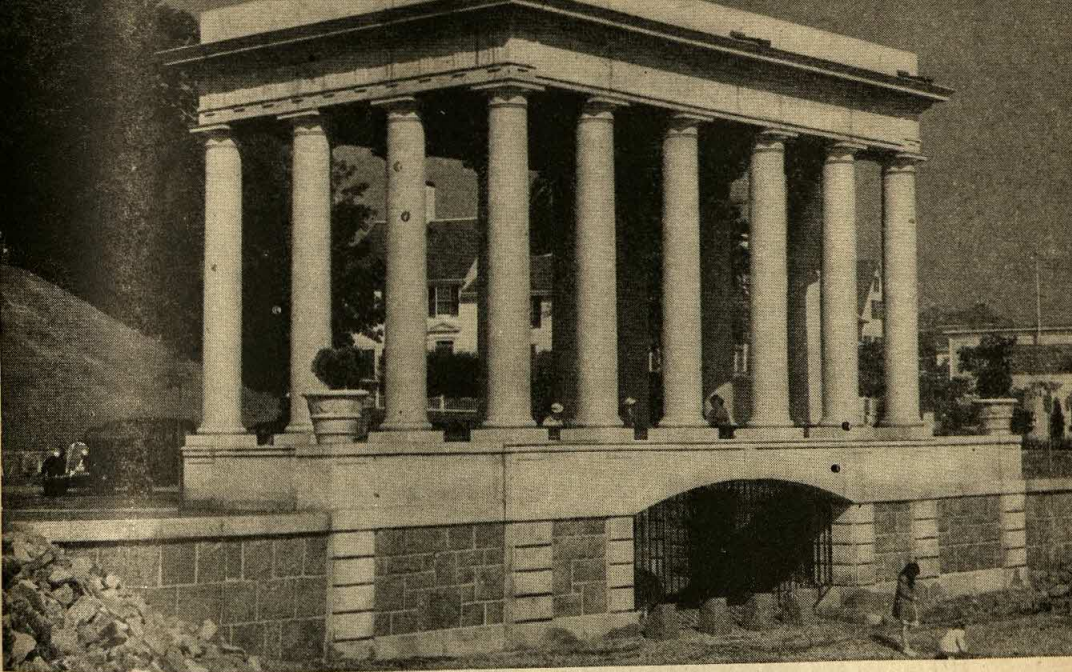
It was William Bradford who suggested that the band seek some faraway place where no one would interfere with their ways of living. The group then decided to arrange for a ship and settle in the English colony of Virginia in the New World. The Pilgrims, therefore, sent representatives to England and arranged through the London Company that controlled Jamestown and Virginia for a right to settle in the New World. The company gave the permit. Even the king signed the order for he was no doubt glad to have this

strong-willed group of people so far away. Members of the London Company, secretly sympathizing with the Pilgrims, lent the group seven thousand pounds which the Pilgrims agreed to pay back in seven years.

Two boats, the *Mayflower* and the *Speedwell*, were chartered. The latter was not well named for it was unseaworthy and could not speed at all. The journey was finally made in one boat, the *Mayflower*. As they prepared to sail, the members of the band of Pilgrims knelt in prayer to ask protection and guidance of God. Then they bade tearful farewell to relatives not strong enough for the trip, and the historic journey of the *Mayflower* was begun.

**William Bradford Tells the Pilgrims' Story.** Fortunately for us the Pilgrims had a man who told their story well. Today we know not only their historic events, but also the little things that made up their daily lives. Their historian was William Bradford, one of the leaders of the escape into Holland, and the man who first suggested that they search for a home in the wilderness. We admire the determination of this young leader, who was only thirty years of age, but who carried on despite his own personal misfortunes. First he was forced to leave his young son be-





**The Memorial at Plymouth.** This memorial stands over the rock where the Pilgrims were said to have landed from the *Mayflower* in 1620. (Ewing Galloway)

hind in Holland. Then shortly before the final landing at Plymouth his wife died. Despite such sorrows, Bradford not only continued to act as one of the leaders, but also furnished us with a vivid story of what went on in those days.

Nothing that Bradford tells us is of more importance than his account of the agreement that the men of the group signed before starting the Plymouth settlement. There was really no set of governing laws or charter such as was furnished the Virginia colony. Therefore, the forty-one men of the *Mayflower* made their own constitution which was called the *Mayflower Compact*. If you read care-

fully what Bradford said of that compact you will see the ideas and ideals that were later to grow into the principles of our own United States. Bradford wrote, "It was thought good that there should be an association and agreement, so that we should combine together in one body, and to submit to such government and governors as we should by common consent agree to make and choose."

Then the *Mayflower* men signed this agreement to live together and to abide by the laws and to follow the leaders that they would choose by common consent. Read Bradford's words again. That paragraph is a splendid statement of



democratic principles. It is remarkable because we realize that these people had been living in a monarchy where "permission of the Crown" was much more important than "common consent." Seeds of a democracy were sown the day the Mayflower Compact was signed.

The agreement signed and the site of Plymouth chosen, the Pilgrims landed. The task of building their homes in the New World was begun.

### PILGRIMS AND PURITANS

**Bradford Tells of Another Cruel Winter.** Cruel winters of suffering and death seemed the lot of all early settlements. Such was the experience of the French settlements of Cartier and Champlain. Such was the experience at Jamestown. Plymouth was no exception. The settlers landed with winter well begun, and they thereupon set themselves to the task of building homes against the even more severe weather to follow.

Fortunately, the Pilgrims didn't fear hard tasks, and every moment that the weather permitted they were at work on the buildings. A storeroom and common house were constructed first. These small buildings were laid out at the foot of the hill. Next a street was marked out leading up to the top

of the hill where soon a fort was constructed. This fort was a box-like building, and on its roof was placed the cannon from the *Mayflower*. The main room of the fort served as a meeting place where the men could hold council and discuss the affairs of the settlement. It was there that all could gather to worship.

Plans were made for nineteen houses along the street leading up to the fort. That represented the number of families that disembarked at Plymouth. The single men were to be housed with the separate families. There is no better testimony to the suffering of that first winter than the fact that only seven of these houses were ever built. There was no need to build more, for half of the company were dead before summer. Perhaps it was a recurrence of the disease that a few years before had wiped out the Indians of the region. More likely the members of the group were weakened by the long journey and exposure to the bitter winter. Also we must recall that the Pilgrims arrived too late in winter to plant any of the seed that they had brought. They consequently had to depend on the small store of dried food brought from England. We can guess that their deadly enemy was scurvy which was caused mainly by a lack of fresh vegetables and fruits.



The Pilgrims, however, were a determined band of people. When the *Mayflower* returned in the spring to their old homes in England, not a Pilgrim returned with the ship. All stayed to carry on the work of establishing a home in a country where they could worship as they chose, even though it meant hard work and much suffering. No doubt it was their religious faith that carried them through such troublesome times.

Even so, we marvel today at the things that they endured, and at the letter sent home to the company in London:

"It is not with us as with other men whom small things can discourage, or small discontents cause to wish themselves home again."

Small things, indeed! They were hardy, brave people, those forefathers of ours. We look back to them with pride for the courage with which they faced hardship.



**More American Customs.** The Pilgrims went to church and had a thanksgiving feast. Thus began two good American customs.



**Summer and Better Times Were Ahead.** It may surprise you to know that one of the best things that happened to the Pilgrims that first spring was the arrival of an Indian in the settlement. They had been on guard against the Indians throughout the winter, and a few times had engaged in skirmishes with them. Each time the settlers went up the hill to the combined church and fort, the men were armed against a sudden attack. Imagine the surprise of the Pilgrims, therefore, to be interrupted at one of their spring meetings by an Indian who strode into the settlement and broke up the meeting by saying in English, "Welcome, Englishmen."

This greeting must have astonished the Pilgrims, although they knew that Captain John Smith of Jamestown, and other Englishmen, had sailed this coast before the *Mayflower* arrived. Samoset, for that was the Indian's name, had learned a few words of English from the European fishermen who touched the coast to the north of the Plymouth settlement. Samoset was not only friendly, but he soon returned bringing another Indian, Squanto, who spoke English very well. Later these two red men brought a neighboring chief, Massasoit, for a peace treaty that was a great protection to the Plymouth settlement.

The Pilgrims adopted Squanto, or perhaps the lonesome Indian adopted the settlers. Squanto was without a people of his own, as it was his tribe that had died of the strange disease. This Indian had been taken to Europe as a slave, had been purchased by an Englishman, and later returned to the coast of New England. He moved in and made his home with the white people of Plymouth, sleeping sometimes in the Bradford home, or in the other houses of the settlement. Squanto proved a good teacher, and it was probably due to his instructions that the settlers managed to provide food to keep themselves alive.

**The Pilgrims Take Lessons in Agriculture.** The Pilgrims had brought with them seeds of many kinds of European vegetables and grains, but they found in New England a different soil and different climate than they had left behind in Old England. Nothing seemed to grow well, and we find William Bradford complaining in his history that the planting "—came not to good, either by ye badness of ye seed or lateness of ye season, or both or some other defects." In other words, all Bradford knew was that the seed wouldn't grow. Failing to grow food, the Pilgrims had to depend on a new, strange cereal with





**The Village of Pownal, Vermont.** This beautiful photograph shows well the rolling, rocky countryside of New England where our colonial forefathers built the foundation of *Freedom's Frontier*.  
(Ewing Galloway)



grains that grew on the sides of tall stalks. It was Squanto who taught them about this food and how to bury fish to make the corn grow. No doubt the red man knew little of the barrenness of New England soil or of the principles of fertilizing, but his race had learned by long years of experience. His native knowledge kept our forefathers alive. Ye good old Indian corn became a chief source of food.

Thus the first contacts with the Indians in the North were friendly. Bradford tells us that the Pilgrims and the Indians would get together for "trucking." Now this had nothing to do with hauling freight with trucks. Trucking meant that they were "trading" together. This trade, combined with the hard work of the settlers, enabled them to send back furs and other goods in payment of the debt to the London Company. Our forefathers believed in working hard and paying their debts. Another good American ideal was established.

**A Great American Tradition Begins.** Those first difficult months passed. Another winter came, but the hewn plank houses were in better shape, and to some extent the winter's cold was kept outside. The Pilgrims continued "trucking" with the Indians. More land was planted, mostly with corn. All seemed to go well until the sum-

mer of 1623. Then both Pilgrims and Indians were worried for a drought was upon the land and the corn was in danger. Then, as on all occasions, the Pilgrims formed their band, and marched up the hill to the combined church and fort and prayed over their problems. Before the crops of the Indians and the Plymouth settlement were ruined by lack of water, the rains came to insure everyone that food would be plentiful throughout the next winter.

Such was their rejoicing when the corn was full grown that the Governor issued a proclamation. The Governor now was none other than William Bradford who was to be their elected governor for many years to come. The proclamation that he declared was that there was to be a special day when all should give thanks for their food. Most of the first official Thanksgiving Day was spent in prayer. Thus was held the *First Thanksgiving*, November, 1623. In later years a special feast was to be prepared, and to this dinner were invited their Indian friends. A great feast they had indeed, for the Indians brought deer and wild turkeys from the forests, and the Pilgrim women prepared an Indian dish that was called "seekguttahash." You may guess what the dish was. We can thank the Pilgrims for this American holiday.



**The Pilgrims of Plymouth Cease to Wander.** The little band of people who escaped from Scrooby, England and wandered to Holland, had found their permanent home at Plymouth on Cape Cod Bay. The hardships and sorrows of the first years were passed, but we must not imagine that their life in this new land was ever one of ease and luxury. Their homes were simple; their daily tasks were hard. Earning a living did not come easily in this land, for the soil needed constant care and the fishing and trapping were generally done in cold weather. The Pilgrims were industrious people. They had to battle for their homes and a living—that battle they won.

The small settlement grew. Each year a few new settlers came to join the original group. These were mainly friends left behind in Holland. We are particularly glad to learn that after seven years the son that Bradford left in Holland came to join his father. That must have been a joyful reunion. Other people from England began to join the group. Generally these were persons of the same religion and purpose as the Pilgrims. However, some did not believe as the original band, and a few actually seemed to want to cause trouble. Fortunately, Bradford was as strong as he was good, and he handled these problems satisfactorily.

The settlement not only grew, but it soon became independent. This colony started in much the same fashion as Jamestown. The men of Jamestown were working for a company that owned Virginia, and the Pilgrims were working for the men who had lent them the money for the *Mayflower* and the trip. This debt didn't please the Pilgrims at all. It isn't surprising that the amount was paid off as soon as the people of Plymouth could collect enough dried fish and beaver skins to ship back to England. The Pilgrims, who were always free at heart as far as their religion was concerned, were now also free of any financial debt to England.

At Plymouth everyone worked at first for the general group, but Bradford and others saw the necessity for giving each family its own piece of land. The settlers at once took added interest in their own property. This resulted in such improved production of corn, that the private ownership of homes and farms became the permanent arrangement by which these people lived.

**Remember the People of Plymouth.** Thus was started Plymouth Colony of the North. We see many pictures of these Pilgrim forefathers of ours. Whom shall we remember first as we think of



these pioneer settlers who landed and faced a cruel New England winter? There was Standish, their brave and resourceful captain, who reminds us of John Smith of Jamestown. We could even think of John Smith, himself, for it was he who sailed before the Pilgrims, and named this coast New England. There was William Bradford, their leader, with wisdom and good judgment, who wrote so well that he has been called the Father of American History. Perhaps we should think of the women of the band who insisted on going ashore on one of those first, cold, wintry days to do the *Mayflower's* washing. Better still, we might think of the entire group of Pilgrims, simple in their wants, willing to work and face hardships, who thought that freedom to worship God meant more than anything else in life.

**Larger Settlements in Massachusetts.** We have told only the story of Plymouth because the courage of those first settlers led to the complete settlement of all New England. It was in the region fifty miles to the north of Plymouth that the largest and most powerful colony was planted. Times were bad back in England, taxes were high to meet the debts of a spendthrift, despotic king, and people were still being persecuted

for religious beliefs. This time a new group, the Puritans, obtained rights to settle the area of New England north of Plymouth. The Puritans were people who wanted religious freedom as had the Pilgrims. This group was much more powerful, however, than the little band of Pilgrims. All over England people were objecting to the extravagance and oppression of the Crown, and we find in the next groups to go to New England many men of high position in England.

Salem was the first town to be settled north of Plymouth. This occurred under the leadership of John Endicott in 1628. While this settlement was having the problems that all colonies went through in the first years, other prominent Puritans back in England, led by John Winthrop, organized a larger expedition to the New World. Winthrop was a man of ability and some wealth. He was surrounded by other men who not only had money but also the position necessary to get things done. In the year 1630, this group of men led an expedition of seventeen ships and about one thousand settlers to New England.

Now here was a venture in settlement that was far different from the poor struggling towns of Jamestown and Plymouth. Men of wealth and even members of Parliament were in the group that





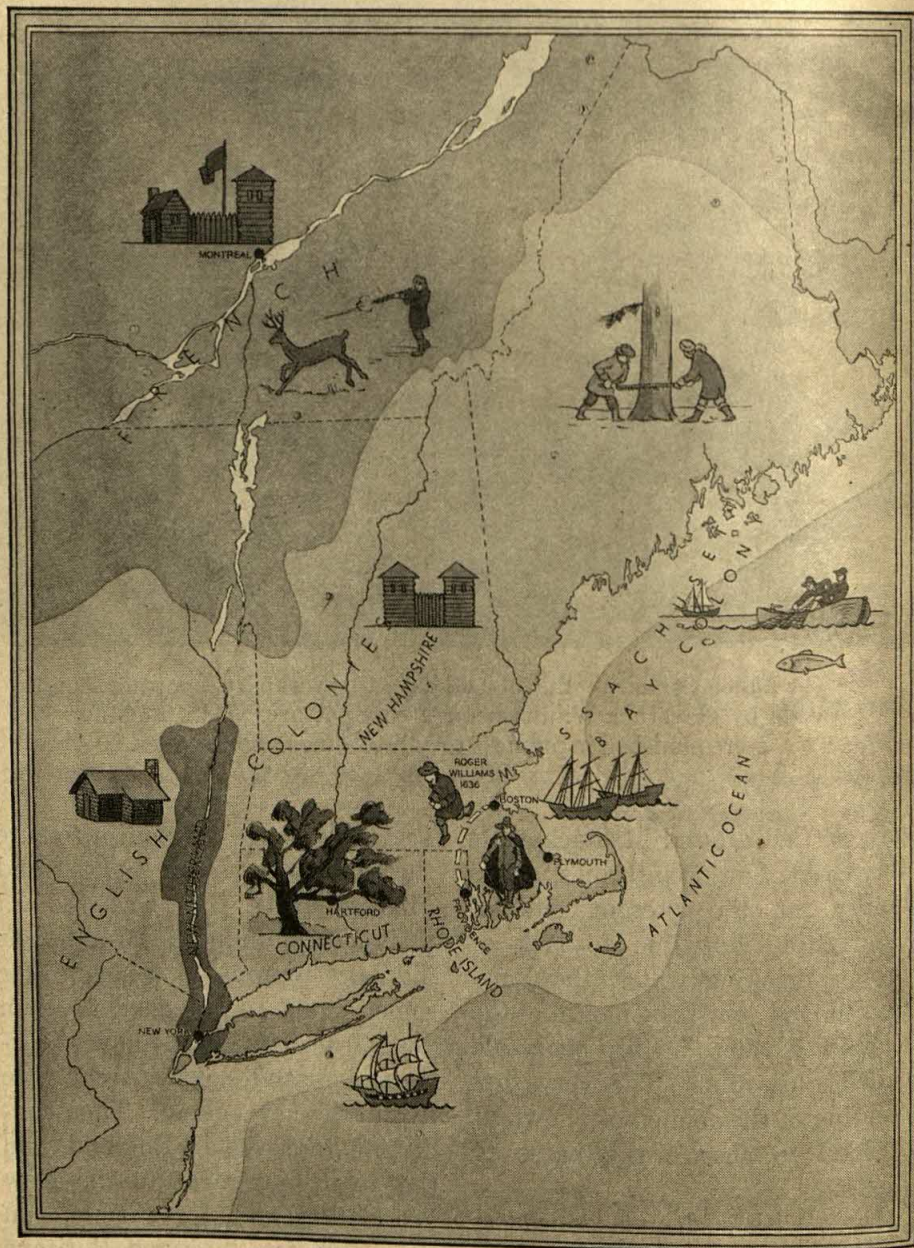
**The Boston Common.** In Colonial days this was part of a tract set aside by Governor Winthrop for a cow pasture. Here Puritans were punished in public if they broke the Sabbath rules.  
(Sawders)

now settled around Massachusetts Bay. At first Winthrop's group landed at the present site of Charleston, but due to lack of proper drinking water, the Puritans moved across the mouth of the Charles River to a hilly peninsula called Shawmut. The very first meeting of the council of Shawmut decided to change the name to Boston.

Even with such men as leaders and with money with which to do things, this settlement, like all others, went through the first months of sickness and death. Meat and

vegetables were shipped in to cure the colonists of the scurvy, and Massachusetts Bay was soon a thriving community. Conditions did not improve in England for some time, and during the ten years from 1630 to 1640 over fourteen thousand colonists came to live in the new colony. Then conditions improved in England, and the great movement to the New World decreased for a time. In those first few thousand Puritans that settled in New England, we have the ancestors of a great number of American people today.





**The New England Colonies.** Most of the settlements were formed by people who moved from Plymouth and Boston.





### ROGER WILLIAMS, LEADER OF LIBERTY

Roger Williams has often been called the first great champion for liberty and democracy in the New World. The Puritans of Massachusetts drove Williams from their colony because of his demands for religious freedom. Williams began the colony of Rhode Island at Providence. Here this good man lived and taught that all people, regardless of religion, race, or sex, should have freedom to live, think, and worship.



### ROGER WILLIAMS, CHAM- PION OF DEMOCRACY

**New England Gave the World a Great Champion of Democracy.** One of the strangest and most important events in colonial history happened in the winter of 1635. Through a driving snowstorm and away from the settlement of Salem, a man was fleeing from arrest. The man was a preacher by the name of Roger Williams. He was to be arrested for believing in *religious freedom!* It is difficult for us to imagine the situation, for we

have been reading that all the New England settlements were started so that people could have religious freedom. The Puritans in charge of Boston, Salem, and other Massachusetts towns wanted freedom from the Church of England. These men, however, did not want to give the same freedom to anyone else. Today we would call them intolerant.

Roger Williams demanded real freedom. He not only believed in freedom of worship, but he also objected vigorously against the leaders of the Puritan church in New





A Winter Scene in New England. Roger Williams escaped from Salem during a New England winter and found refuge with the Indians. (Ewing Galloway)

England who had absolute control of the affairs of the colony. Roger Williams believed that the church should not control the government. Williams preached one more strange idea that troubled the Puritan leaders. This belief was that all the lands of the New World belonged to the Indians, and that the English king had no right to give the land to any colony. This was too much for the Puritan Council. This meant that the land they occupied by right of the king's charter would not actually be theirs,

but should be purchased from the red men. Roger Williams was put on trial at Salem, found guilty, and banished from the colony.

Williams escaped in a winter snowstorm from Salem rather than be sent back to England. As he was one of the best friends of the Indians, he found refuge that first winter with Massasoit who was glad to protect him. One of the first acts of this champion of freedom was to travel to various tribes and persuade the chiefs not to make war on the settlements that



had just driven him into a wilderness in winter. He certainly had a forgiving nature. Because of their respect for Roger Williams, the Indians stopped their preparation for war. They also allowed Williams to select a choice piece of land which, according to his beliefs, he purchased from the Indian owners. The land selected was on the upper part of Narragansett Bay. Here the fresh water and fertile soil, and the woods full of game, showed Roger Williams that Providence was with him. Thus the settlement was named Providence, and the colony of Rhode Island was started.

Now Roger Williams believed in doing unto others as he would have them do unto him. That is one of the best of the world's teachings but one that is not easy to follow. As much as any man in our history, Roger Williams followed the Golden Rule. Williams invited to Rhode Island other people who wished to live in one of the first places in all the world where all could really live and worship as they chose. Indeed, the people who lived in Providence were not forced to worship at all. This was one of the few places where it could be truthfully said, "No person in this Colony shall be molested or questioned for the matter of his conscience to God, so be he loyal and keep the civil peace."

Here among lovers of freedom lived Roger Williams who believed that all people, regardless of religion or race, should have freedom to live and think according to their consciences. This man also believed that even women could have freedom of thought and did not have to follow the orders of their husbands as far as religion was concerned. Many of the strict Puritans back in Salem thought Roger Williams a madman for his beliefs. Today we think of him as one of the first great champions of the idea of democracy.

**The Land of the Pilgrims' Pride Is Settled.** There is much more to tell of how our forefathers settled the land of New England. In a later chapter we shall read of the other important northern colonies. We must turn our attention to other parts of the New World where men were settling and laying the foundation of our future country.

Once more we look back to those first days of New England. Over these hilly, rocky lands with many swift rivers and excellent harbors, grew up an industrious, hardy, thrifty people. Here good harbors and ready timber combined to send out over the seas of the world the famous clipper ships of early sailing days. Industries were to spring up along swift streams. Here de-





Modern Farm Scene in Vermont. On these hilly lands of colonial New England grew up a hardy, thrifty people. (Derick Studio)

scendants of such men as William Bradford and Roger Williams gave us a land of many famous universities. Sons and daughters of the Puritan pioneers were to give our country many a future leader. These people gave us our first free, public schools.

We salute the founders of New England. We know today, as we read their story, how these early pioneers suffered and endured hardships in order that freedom might be established in the New World. We are thankful that they had such leaders as William Bradford who wrote: "Life will indeed be hard in America, but all great and honorable actions are accompanied with great difficulties."

Perhaps the poets Rosemary and Stephen Vincent Benét gave us our best description of these early New England settlers in the poem, "Pilgrims and Puritans":

For, every time we think, "Aha!  
I'm better than Bill Jinks,  
So he must do just as I say  
No matter what he thinks  
Or else I'm going to whack him hard!"  
The Puritan's in our backyard.

But, when we face a bitter task  
With resolute defiance,  
And cope with it, and never ask  
To fight with less than giants  
And win or lose, but seldom yell  
—Why, that's the Puritan, as well.<sup>1</sup>

<sup>1</sup> Rosemary and Stephen Vincent Benét,  
*A Book of Americans*, Farrar & Rinehart,  
1933.



## WORKING WITH HISTORY AND GEOGRAPHY

**1. Floor Talk.** Prepare a floor talk to be presented to your class on Roger Williams or some other person listed at the end of this chapter. You will find some interesting suggestions on page 435 on how to make and judge floor talks.

**2. Article.** The Mayflower Compact is frequently referred to as the first New World democratic document. Write a brief article explaining why.

**3. Geography.** Make a written list of statements proving that geography was one of the most important factors in the lives of New England colonists. Don't forget soil, climate, harbors, rivers, etc.

**4. Illustrated Map.** Draw an illustrated map showing the route that the Pilgrims followed in their journey to Holland and on to the New World.

**5. Drawings.** Show by means of a drawing a comparison of the size of the *Mayflower* and one of our modern ocean liners that crosses the Atlantic.

**6. Written Report.** Not much has been included in the text about the Indians of this locality. Make a written report or a floor talk on information which you may obtain in your library.

**7. Oral Reading.** Read or ask your teacher to read aloud the "Courtship of Miles Standish" by Henry Wadsworth Longfellow. This is a famous poem that tells a story about the brave captain of Plymouth. Much of the poem is written as conversation, so you may enjoy dramatizing it. A good activity for those who like to draw is to select episodes from the poem to illustrate. An interesting book to present to the library may be made by binding these drawings with suitable captions selected from the poem itself.

**8. Titles of Americans.** Start a page of titles for your notebook. In this chapter you will find such titles as: William Bradford, the Father of American History; Roger Williams, the First Champion of Democracy. Carry on this activity throughout your study of American History. Occasionally have a day when lists may be compared to see who is the Champion Title Finder of your class.

**9. Challenge.** You have read about the disease and death suffered by the Pilgrims during the first year of their settlement. Recall that the people of Jamestown, the French settlers with Cartier, and many other earlier settlements had to endure similar ills from such diseases as scurvy.



How do people today avoid this, even when they are forced to spend long periods in the wilds? Are there any sections of our country where many people suffer from diseases caused by poor diet? Find out all you can about this and make a report of your findings to the class.

**10. Letters.** Imagine that you were a member of that little group of Pilgrims who founded Plymouth. Write a letter home to England telling of your adventurous trip on the *Mayflower*. Include in your letter accounts of your first impressions upon seeing signs of Indians, building of homes, lack of food, sickness, etc.

**11. Committee Report.** Although the text has told more about Plymouth than about the Massachusetts Bay Colony, the latter was very important. Work with a committee to gather information on the beginnings of this colony. It would be interesting to include stories of early settlements in New Hampshire and Vermont in your committee report.

**12. Magazine Article.** Indian corn, or maize as it is called in other countries, saved the lives of many early colonists by furnishing them with food. Therefore, corn as a product of the New World is one of the important factors in its settlement. Find out all you can about the history and development of Indian corn. Report your findings in a magazine article.

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Pilgrims	Separatists	descendants
William Bradford	official church	religious faith
William Brewster	convictions	forefathers
London Company	bleak shores	financial debt
Squanto	Samoset	private ownership
Massasoit	John Endicott	despotic king
Captain Miles Standish	<i>Mayflower</i>	oppression
Puritans	Mayflower Compact	Parliament
John Winthrop	monarchy	intolerant
Roger Williams	common consent	civil



## *From Penn's Woods to Serra's Missions*

**The Peaceful Story of Penn.** It is with something of relief that we turn from the suffering and hardships of Jamestown and Plymouth. We will tell a more pleasant story of William Penn and the peaceful woods that he settled along the Delaware River. This colony was called Pennsylvania, which means the woods of Penn. The success of the colony and the comfort in which the first settlers lived are in great contrast to the story of the first years of New England and Virginia. This success was partly due to the fine location of the colony and partly to the industry of the settlers. However, much of the credit must go to William Penn. Many people have thought that he was the outstanding person of all those who founded our colonies.

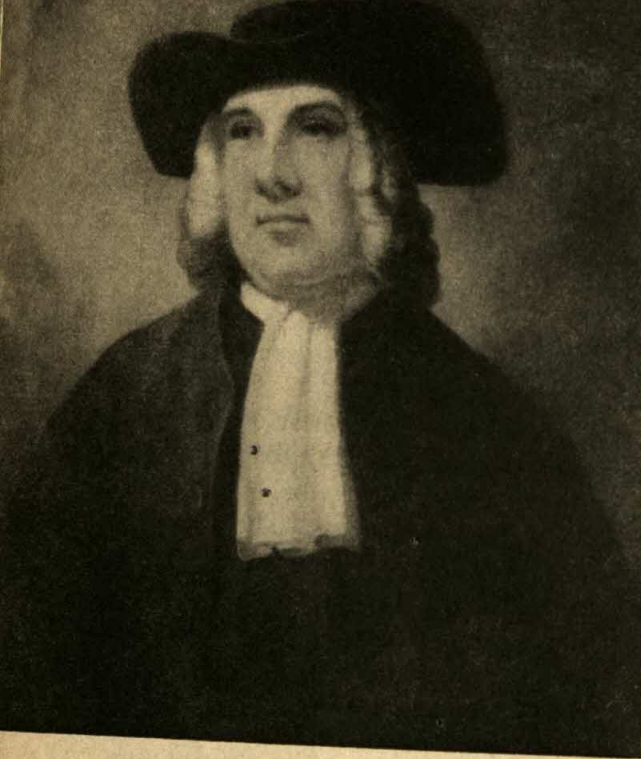
Even though we tell a peaceful story, we again must begin our tale with an account of religious persecution. Penn was a Quaker, and these people had as much trouble in England as did the Pilgrims and Puritans. The Quakers didn't believe in taking off their hats to rec-

ognize the superiority of the nobility. England didn't like these people because they believed in the equality of man. The Puritans didn't like the Quakers either and refused to have them in Salem and other New England towns.

Fortunately for the Quakers, their leader, William Penn, had both ability and money. Perhaps we should say that he should have had money, for his father had lent money to King Charles II, and it had not been repaid. As a consequence of this debt, the King agreed to give Penn and the Quakers a grant of land in the New World. This was a fortunate move for the Quakers. But it was very unfortunate for England because that country thereby lost a great number of thrifty people, many of whom were skilled craftsmen.

Penn made a wise choice of a site on the Delaware River for his colony "high, dry, and healthy where most ships may best ride, of deepest draught of water." He profited by the mistakes of Jamestown. You remember the trouble that settlement had because it was





**William Penn.** Many people have considered the founder of the Pennsylvania Colony the outstanding man of early colonial times. (Penn Mutual Life Ins.)

neither "high, dry, nor healthy." Penn had also settled, though he never knew it, in one of the most important regions of our country. These lands were destined one day to be known as the Power House of America.

William Penn, however, couldn't guess the future of the state of Pennsylvania. He was too busy laying out the straight streets of a little town that he called Philadelphia. That means "the city of brotherly love." Penn's religion found its way into everything he did whether it was naming cities or dealing with his neighbors, the Indians. Here was a man who practiced what he preached and made it pay dividends.

**Penn Believed in Living in Peace with Other People.** Penn treated the Indians in the same considerate fashion as Roger Williams had. One of the most important meetings in the history of all the colonies was the scene illustrated on the following page when William Penn and his followers met under an elm tree on the banks of the Delaware and agreed with a group of Indians that all would live in peace.

In describing the historic meeting and his attitude toward the Indians, this Quaker leader gave us one of the best statements of how men can live together honorably and peacefully in a democracy. Said Penn, "We have agreed that





William Penn Making Treaty with Indians. He treated the Indians as friends and they never turned against him. (Courtesy Pennsylvania Academy of the Fine Arts)

in all differences between us, six of each side shall end the matter. Do not abuse them (the Indians), but let them have justice, and you will win them." The Quakers and the Indians did live in peace as long as any person present there that day remained alive.

The Quakers that Penn brought with him to his colony were industrious and peace loving. Moreover, there were many thrifty people settled in this territory even before the Quakers arrived, for Dutch and Swedes had been living along the Delaware. Penn called these people, "plain, strong, and industrious." These first settlers had been friendly with the Indians even before Penn arrived which proved to be a real advantage.

Scotch-Irish Presbyterians also began to settle in the interior of the colony. These people were hardy and resolute and well fitted to meet the dangers and hardships of living on the fringes of civilization.

Still more people came to this strong, prosperous colony—Huguenots from France, Lutherans from Germany. The peace of Penn's woods was soon stirred with the march of pioneers and the ringing of the settlers' axes in the forests. A great movement of people had begun.

There are many reasons to support the statement that Penn was, indeed, the greatest man of the early colonies. He had the strong convictions of Roger Williams, but he held to his convictions in a



peaceful, rather than a quarrelsome way. He was as religious as the Puritans, but he was tolerant of the views of others. He was as capable of organizing as the ruthless Governor Dale who straightened out the many troubles of Jamestown. He gave us as fine a statement for democracy as had William Bradford. Let us end our story of this great man by reading and thinking about that statement. William Penn said: "Liberty Without Obedience Is Confusion, and Obedience Without Liberty Is Slavery."

### BEGINNING OF OTHER NORTHERN COLONIES

**New Netherland Becomes New York.** Much time has been spent in telling how four of the colonial settlements were started. We selected Jamestown of Virginia and Plymouth of New England because these settlements have special patriotic meaning for every American. The stories of Roger Williams and William Penn were told because of the fine spirit in which each started his colony. These four have been examples of development in the South, North, and Central Colonies. In the meantime there were many other towns and settlements growing into important colonies which were later destined to become states in our Federal Union.

The Dutch of Holland really began their part in developing the New World when Henry Hudson, the English sailor who explored for Holland, sailed up the river that now bears his name. Trading posts were soon established. It is interesting to note that six years before the *Mayflower* sailed into Cape Cod Bay, the Dutch had a trading post at Fort Orange which is now the city of Albany. Before the Puritans had landed in Salem or Boston, we find the crafty Dutch traders buying from the Algonquin Indians an island at the mouth of the Hudson River. The island was called Mana-hata, and the price paid was about twenty-four dollars. Neither the Indians nor the Dutch could realize what value Manhattan Island (Mana-hata) would one day have.

The Dutch developed a way of living that was different from the simple life of the people in the other northern colonies. To encourage settlement, the government of Holland gave large tracts of land to wealthy people called *patroons*. These patroons brought many people to the New World to work the estates for them while the rich owners lived a life of ease in homes on their large estates or in New Amsterdam, as they renamed Mana-hata. All was not easy with the patroons, however, for they were not willing to raise





**Purchase of Manhattan Island.** Peter Minuit bought the island from the Algonquin Indians for about twenty-four dollars' worth of beads and other trinkets. (Title Guarantee and Trust Company)

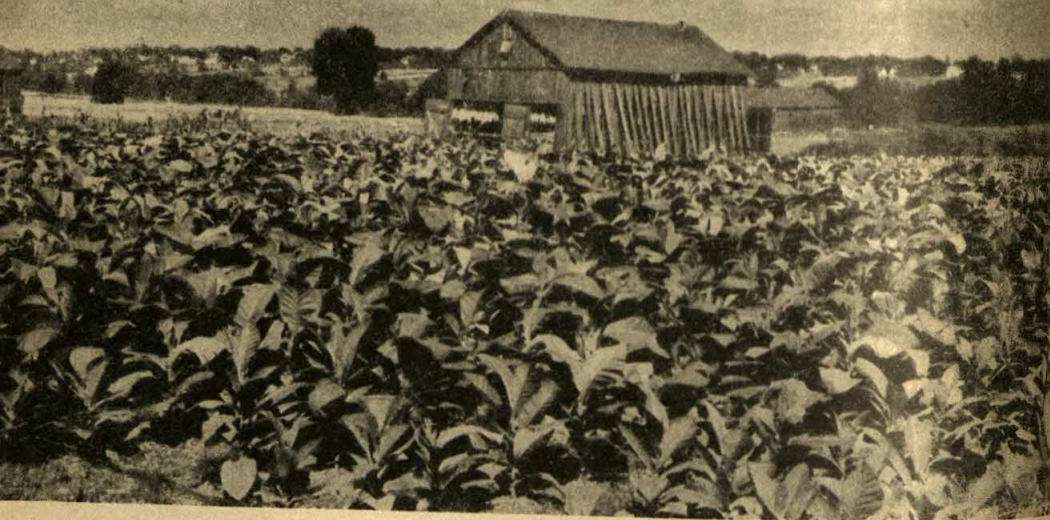
taxes to defend their outer settlements from such tribes as the Mohawk Indians. As a result there was much trouble with the Indians. The people, too, grew to dislike the rather autocratic rule of the Dutch governors. No doubt you have read stories of Peter Stuyvesant, the most important of their leaders. He was a capable man, but he was also blustery and given to ordering people about.

Old Stuyvesant didn't order people about very long, although he did attack a settlement of Swedes along the Delaware. One day in the year of 1664, ships of England appeared at the mouth of

the Hudson River. It now developed that Charles II, King of England, had given this land to his brother, the Duke of York. King Charles took this action because Cabot had once claimed this land for England.

Old Stuyvesant raged around and swore he would never surrender New Amsterdam, but he finally was forced to give up his colony. From that time the settlement and colony has been known as New York. This capture also gave England control of the land across the Hudson River and south of New York. This land had been settled, as you have read, by the Swedes





A Modern Country Scene in Connecticut. Thomas Hooker and his followers from Massachusetts went westward to find new homes in the good farming land of Connecticut. (Sawders)

and the Dutch. It was now given by the Duke of York to other English nobles and named New Jersey.

Dutch rule ended centuries ago in the valley of the Hudson. But results of this occupation can be seen even today. Many customs and bits of architecture remind us of the Dutch patroons and their early rule. You have also heard of many important families and names for which we can thank the Dutch. If you do not know of the Stuyvesants, Van Rensselaers, and the Schuylers, you must have heard of such names as Theodore Roosevelt and Franklin Delano Roosevelt.

**Connecticut and New Hampshire Are Settled.** We have read how the settlement of Plymouth and the larger colony of Massachusetts were started. These two united into one colony of Massachusetts. You also read that people dissatisfied with Massachusetts moved on and settled Rhode Island. In much the same way, and for various reasons, the other settlements of New England were started. In 1636, a minister by the name of Thomas Hooker took his congregation to start homes in Connecticut. This was the same year that Roger Williams founded Rhode Island. Thomas Hooker probably left





A Modern Country Scene in Pennsylvania. William Penn found Dutch and Swedes living in Pennsylvania. These people and the Quakers who came with Penn were very industrious and had prosperous farms. (Sawders)

Massachusetts because he opposed some of the ideas of Winthrop and the Puritan leaders. But he also went westward because his people wanted to take advantage of the superior farming land to be found in the Connecticut Valley. Hartford was founded. New Haven, the location of Yale University, was later started.

During these same years people moved out of Massachusetts and settled to the north. The coast north of Boston had been explored by French sailors as well as by Captain John Smith. While Plymouth, Boston, Providence, Hart-

ford, and New Haven were being settled, nothing was developed on the north coast except a few small fishing and trading posts. Shortly after the groups left the Massachusetts colony to settle Rhode Island and Connecticut, another band withdrew for religious reasons and started north to be independent of Massachusetts. The settlements to the north grew rather slowly, however, and it was not until 1679 that New Hampshire was given a separate charter. The area of the present state of Maine remained part of Massachusetts until 1820.



One thing is of special interest in the growth of many settlements in New England. Four of these groups organized in 1643 to form the New England Confederation. These settlements were Massachusetts, Plymouth, Connecticut, and New Haven. The purpose of this organization was to give protection against the Indians and the Dutch who were still in New Amsterdam. Notice that Rhode Island was not included in the organization. The Puritan fathers of New England still frowned upon the liberal colony founded by Roger Williams.

### *MORE COLONIES IN THE SOUTH*

**Maryland, Carolina, and Georgia Become Colonies.** A few southern colonies of which we have not yet spoken complete our story of what were to be the first states of our Union. You remember that we shifted our attention north to the establishing of the northern settlements after we read of the founding of Jamestown. It was not long, however, before other colonies, such as Maryland, were started to the south.

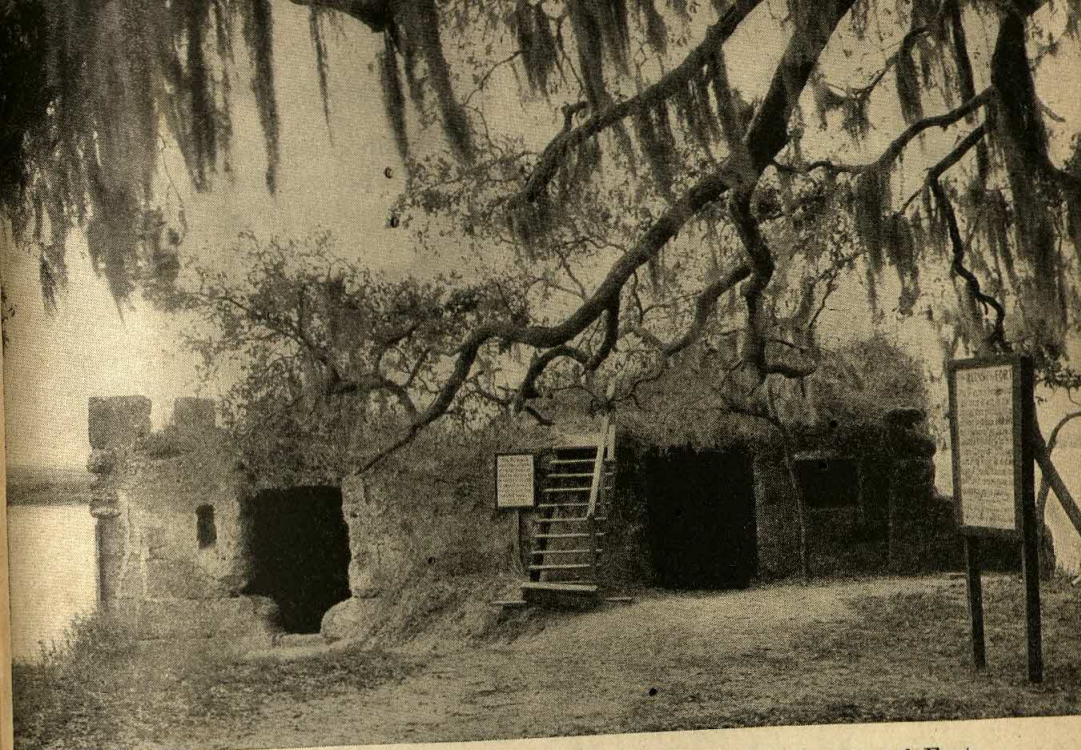
Lord Baltimore was the founder of Maryland. He was a close friend of the King of England in spite of the fact that Baltimore was a Catholic and the King a Protestant. Most people of these

two religions were fighting each other in Europe. The Catholics had been persecuted in England as well as the Pilgrims. Lord Baltimore was a broad-minded man and in his Maryland colony everyone could worship in any church he chose. Later this colony was the first in the New World to pass a law guaranteeing freedom for the various religions.

Maryland was owned by Lord Baltimore in much the same way that Pennsylvania was owned by William Penn. These colonies were really the private farms of these owners who were called the proprietors. These men were limited in their powers, however, because each colony had an assembly that passed on the laws of the settlement. Fortunately, both men were generous and not inclined to abuse their "ownership."

In the meantime, King Charles II of England was giving away more land. This time some nobles of the court were given all the land south of Virginia and north of the Spanish possession of Florida. Thus Carolina was established in 1663. Separate settlements began to grow and by 1712 the two names, North Carolina and South Carolina, were used. Charles Town (Charleston), named after the King, soon became a leading port. The people of the Carolinas were independent and resourceful,





**Fort Frederica National Monument.** The portion of the original walls of Fort Frederica, facing the Frederica River. This fort was built and occupied by General Oglethorpe in the early 1700's when Georgia was first colonized.  
(Courtesy National Park Service)

but many of them were restless and not pleased as the colonies grew and prospered. Later Daniel Boone and other hardy pioneers decided to leave the Carolinas, and pushed out through the mountain passes to a land that was to be known as Kentucky. We shall study later about the new land to the west.

The last of the original thirteen colonies was established in 1733, by George II of England. The colony was called Georgia after him. This settlement was given to an English gentleman by the name of

James Oglethorpe who was interested in establishing a colony for people who were in prisons because they could not pay their debts, and kind-hearted Oglethorpe wanted to give these people a chance to make a new start in life. The King was glad to grant the request because he wanted another colony established before the Spanish, who were in Florida, could start moving northward. Georgia had some difficulties, but by the time we became independent of England, this settlement had become a prosperous colony.



### **The Line-up of Our Colonies.**

We have told very little about some of our colonies. All were important, however, in our early history. You can review them quickly by studying the following numbered paragraphs. We shall try to give the list in time order as each was established. This is difficult, however, because some colonies had two starting dates, such as New Amsterdam and New York. Others, such as New Jersey, were settled long before they were made regular colonies.

1. **Jamestown and Virginia.** Began as a commercial venture in 1607. Much suffering. Problems overcome by such men as John Smith and Governor Dale.

2. **Plymouth and Massachusetts.** Pilgrims and Puritans sought religious freedom. Principal settlements in 1620, 1628, and 1630. Remember such men as William Bradford, Captain Standish, and Governor Winthrop. Don't forget the Indian Squanto who kept the Pilgrims alive, or the Pilgrim women who did the washing.

3. **Maryland.** Settlement organized in 1634 by Lord Baltimore. Proved that people of different religions could live together without fighting.

4. **Rhode Island.** Settled in 1636 by Roger Williams, one of the leading men of colonial times. Created a refuge for oppressed people.

5. **Connecticut.** Founded in 1636 by Thomas Hooker and people of Massachusetts. Some of them were discontented with the religion of Massachusetts and some only wanted better farming land.

6. **South Carolina.** The Carolinas organized as a colony in 1663 when the King gave a number of nobles the land south of Virginia. Charleston became a leading port.

7. **North Carolina.** The area of Carolina was divided into two colonies. In 1712 North Carolina had a separate governor.

8. **New York.** The Dutch began trading shortly after Hudson discovered the river in 1609. In 1623 the Dutch organized a government on Manhattan. In 1664 the Duke of York demanded the surrender of the colony from a very unwilling Peter Stuyvesant.

9. **New Hampshire.** Fishing and trading carried on by both French and English. John Mason was given a grant as early as 1622. Discontented people from Massachusetts came in slowly. A regular colony organized in 1679.

10. **New Jersey.** This land was settled by Swedes and Dutch long before the Duke of York took it from the Dutch and gave it, in 1664, to his friends Berkeley and Carteret. This colony was not completely independent of New York until 1738. The name came from the island of Jersey.



**11. Pennsylvania.** The colony and Philadelphia founded by William Penn. In 1682 the first band of Quakers arrived. Remember Penn for his fine mind and fair dealings.

**12. Delaware.** Do you remember where this name originated? Settled by Swedes, conquered by Dutch, and taken by the English. Made a part of Pennsylvania, and in 1704 made a separate colony.

**13. Georgia.** James Oglethorpe and his followers landed in 1733. The last of the original colonies was started as a protection against the Spanish to the south. Poor people found a refuge here, but it grew to be a prosperous colony.

### *THE FRENCH AND INDIAN WAR*

**Fighting Begins in the New World.** At first there was a spirit of friendly feeling between colonists and Indians. In the early days Squanto helped the Pilgrims plant corn and catch fish in Cape Cod Bay. However, there came a time when this friendship was forgotten. Forgotten, too, was the treaty that William Penn and honorable Delawares kept for so many years. The Pequots were holding war councils in the inland woods of Massachusetts, and in the wilderness of the upper Mohawk Valley, the Senecas were often on the warpath.

It is difficult to tell by what unfortunate turn of events white men and red men began to fight each other in the New World. The first relation between these two people was very happy. Such men as Bradford, Roger Williams, and William Penn treated the Indians in an honorable fashion, and received the red men's friendship in return. As more colonists came to America, settlements began to reach out farther and farther into the wooded hills and valleys. The red men began to be suspicious. This soon grew into distinct hostility as they realized that their forests of game were being taken from them.

Many misunderstandings arose between the Indians and settlers. For example, white men would consider that they had full ownership of land after a treaty of purchase. On the other hand the Indians would understand that the whites had only rented the land and that Indians could still hunt in the area. Then quarrels arose. Many times the Indians were treated in a dishonorable fashion by fur traders or settlers who did not have the fine character of Roger Williams or Lord Baltimore. From time to time fighting broke out that reached from the outskirts of the settlements on the James River of Virginia to the last white settlements of New England.



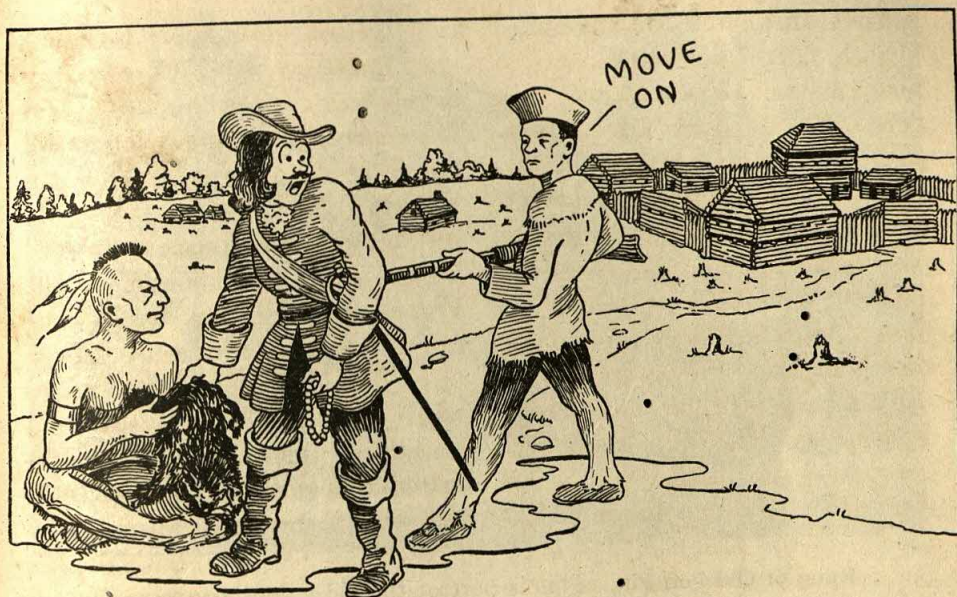
When unfriendly Indians raided English farms and settlements in New England or New York, they were often aided by French trappers. Before long those raids developed into actual wars in which the French and English fought for possession of land in the New World. The Indians fought on both sides which was unfortunate for them since they were having the land taken from them by both French and English. These wilderness battles in the New World were accompanied by wars in Europe where England, France, Spain, and other countries were fighting.

We have devoted most of our time to reading about the English colonists. We must not forget, however, that the French and Spanish were developing large areas of the New World. In fact, for a long time these countries claimed to own much more land than did the English. Let us first consider the colonies of the French. You remember that Champlain started the trading post of Quebec (1608) at about the same time that Jamestown (1607) was founded. That meant that the French started developing territory in the New World as soon as the English. And we shall see that they stayed in the New World about as long as the English controlled the original colonies.

There was one important difference in the way the two countries developed their colonies. That difference led to final victory for the English and defeat for the French. The English settled in communities and towns, developed homes, and raised families. The French, on the other hand, scattered over vast ranges of wilderness, developed few communities where families could settle, and contented themselves with establishing a few outposts for fur trading with the Indians. Many of the French trappers lived with the Indians. As a result they were on a more friendly basis with the natives than were the English who remained apart in their own settlements. The English, however, greatly outnumbered the French. But the greatest advantage of the English was the fact that they established permanent homes.

**The English and French Fight for Furs and Forests.** You can see by the map on page 92 that in the beginning the English settlements were grouped close to the seacoast. The French trading posts were far inland in the Ohio Valley and around the Great Lakes region. But soon the French trappers, traders, and missionaries began to go out into new lands closer to the English. More people joined the English colonies and





**Fur Traders and Home Builders.** The English who built settlements drove the fur-trading French before them.

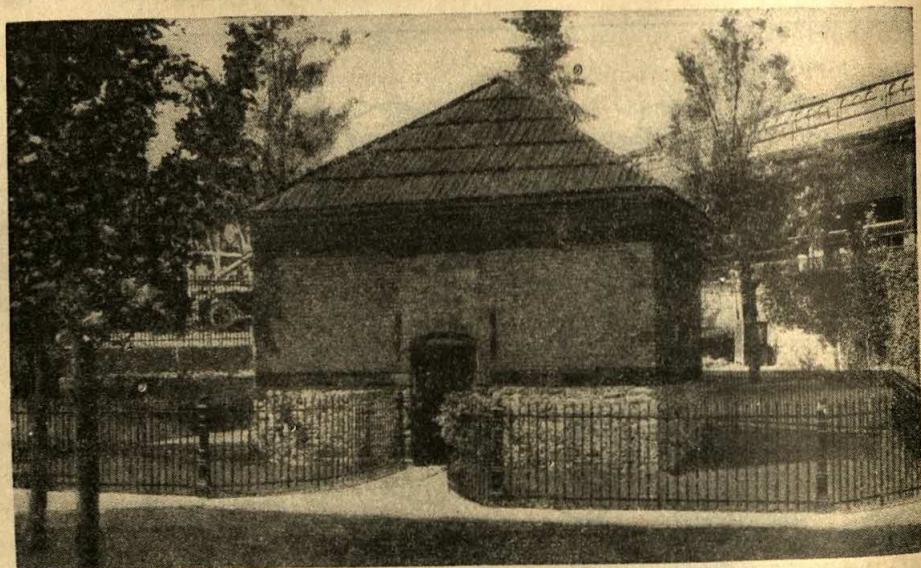
these in turn began to move inland through the valleys of the Allegheny Mountains and toward the settlements of the French. The arrows on the map indicate how and where the people of the two countries met. When they did meet, fighting resulted.

At first most of the action took place in the northern parts of New York and New England. The French were well established just north, along the St. Lawrence River. Raiding parties of French and St. Lawrence Indians, such as the Hurons, plundered and killed the English settlers. At one time a strong party of French and In-

dians came as far south as the Massachusetts settlement of Deerfield, and in the dead of night killed and scalped or captured all the inhabitants. Moreover, a French general with a large army marched down into the colony of New York and captured the English outpost on Lake George just below Lake Champlain.

One important location of the French worried the English very much. Across the Allegheny Mountains in western Pennsylvania was the wide valley of a river that the Indians called the beautiful Ohio. The French claimed this land as part of Louisiana which in-





**Ruins of Old Fort Pitt.** This is part of the old wilderness fort at Pittsburgh for which the French and British fought. (Courtesy Carnegie Library of Pittsburgh)

cluded all the lands drained by the Mississippi. You see on the map, page 92, that at an important point on the Ohio River the French had built a fort which they called Duquesne. Locate this spot and keep it in mind. The English sent an army under General Braddock against this fort. He was a brave man, but he was ignorant of wilderness fighting. His men were not trained to fight forest Indians.

Braddock marched his army by way of Fort Cumberland in the mountains, and to the Monongahela River just below the French fort of Duquesne. This pass was to be an important trail of later American pioneers who were to go

over Braddock's route to settle our western frontier. As Braddock's army crossed the river, they were set upon by French and Indians. From hidden ambushes in the forest, these allies fired at the marching ranks of British redcoats. The British were cut to pieces. Their disorderly retreat was saved only by the presence of a number of frontier fighters from Virginia and a young colonial officer by the name of George Washington. We shall read more of this man when he was no longer a colonial officer, but the general in the army of a new country in the New World.

Things went badly for the British until a change of government in



England brought to power a strong statesman by the name of Pitt. This man put much energy into the campaigns in the New World, and soon the tide turned in favor of the English. Fort Duquesne was taken and renamed Fort Pitt. Today on this spot the important city of Pittsburgh stands, named for this able English statesman. The English became active in the North. Rogers' Rangers went north on forays. The French and Indian War was brought to a close when James Wolfe led a British army against Quebec. Both Wolfe and the defending French General Montcalm, died bravely in that battle. The English won, and the power of France in the New World was broken.

The war ended in 1763 when the French gave up most of their land in the New World to England. You may see by the map on page 93 how the outcome of the wars of the French and English changed the map of the New World. England obtained Canada and all the land of the Ohio Valley. In fact, this country now owned everything as far as the Mississippi River. The great wilderness west of the Mississippi, called Louisiana, was given to Spain. France retained only a little land in the New World. Later Spain returned Louisiana to France under a secret treaty.

## SPANISH COLONIES IN THE SOUTHWEST

**From the Peaceful Woods of Penn to Serra's Missions.** We started this chapter with the story of the colony of Penn along the Delaware River. Let us end our account of early settlements by telling of another colonizer who also came to the New World on a peaceful mission. This was the Franciscan priest, Junipero Serra, who trudged through the hot deserts of Lower California to establish missions from San Diego to San Francisco.

We have said that the Spanish were first in the race of discovering the New World. They were also first in establishing permanent settlements. We have told how the discoveries of Columbus and Cortez were quickly followed by establishing towns in the West Indies, Mexico, and parts of South America. Keep in mind that these towns were started long before the English ships moored to the bank of the James River and started the first English settlement in the New World. In fact, during the first years that Captain Smith was desperately engaged in trying to keep the few starving settlers alive at Jamestown, the Spanish had over two hundred towns in the New World and probably more than 200,000 Spanish settlers. The Spanish, moreover, had started two





**The French and English Colonies.** Notice the locations where the fighting took place for furs and forts.

universities that compared well with schools in Europe. Almost a half century before the Pilgrims anchored in Cape Cod Bay, the Spanish were starting to build a great cathedral on a spot in Mexico City where Cortez had destroyed the Aztec temple.

This activity of the Spanish had not been confined to towns in what

is now Latin America. De Soto had discovered the Mississippi. Coronado had led expeditions into the present states of New Mexico, Arizona, Texas, and Kansas. Carbrillo had sailed up the coast of Mexico and had discovered the Bay of San Diego. The Spanish had settled the first town to be established on the soil of the United



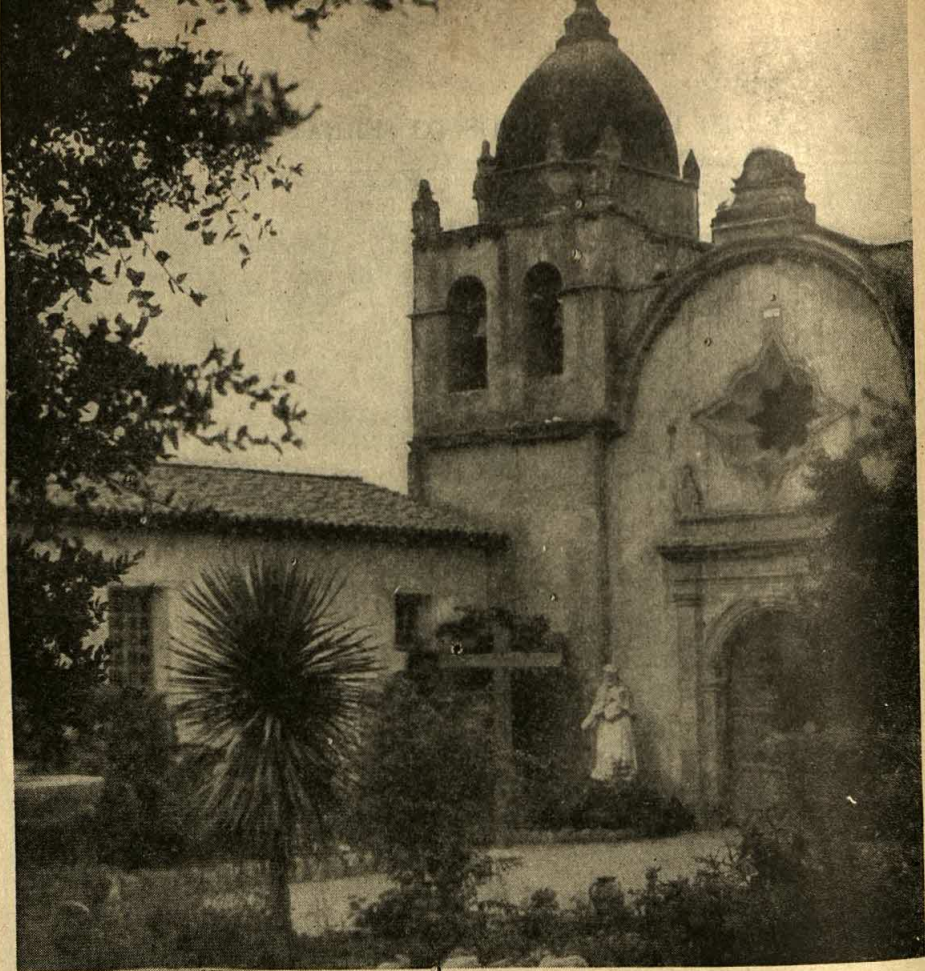


The Colonies after 1763. Notice how much territory the English gained after the French and Indian War.

States. That was the village of St. Augustine, Florida, founded in 1565. These explorations and settlements were all accomplished long before Raleigh failed in the first English attempt at colonization. Even the town of Santa Fe, New Mexico, was started only two years after Jamestown.

**Father Serra and His Missions.** It is the work of Father Serra in California, however, that concerns us most in the story of Spain in our country. For many years the Spanish had been pushing north from Mexico City and starting missions for the purpose of christianizing the Indians. When Serra





San Carlos Mission at Carmel. The second mission founded in California in 1770 by Father Serra who lies buried here.  
(Ewing Galloway)

was put in charge of this work, he was not long in leading an expedition to the north. Accompanying him was a soldier by the name of Portola. Together they marched four hundred hot, parched miles and founded the Mission of San Diego in 1769.

San Diego was the first of a series of missions that Serra founded along the Pacific. The kindly

Franciscan plodded on foot the long distances of the western state. His pathway is now a modern highway but it is still called El Camino Real, the royal road. At the age of seventy, Serra was lame and feeble but still walking from San Diego to San Gabriel to Monterey, giving his blessing to the native workers of the farms that surrounded the missions.



Around these mission settlements grew many California towns. A peaceful type of ranch life was developed. Today we drive through the Western states and see evidences of these early ranchos. California has many Spanish names: Pico, Alvarado, Sepulveda, San Jose, Santa Barbara, and Los Angeles. The architecture of many buildings tells us of a bygone day when mission bells could be heard over peaceful vineyards and fig orchards.

These bells were being rung in adobe missions and were heard for the most part about the same time that a resident of Boston, by the

name of Paul Revere, was arousing the men of Massachusetts to arms against the British. That excitement meant little to the native mission workers of the West. To them life was easy and peaceful. No excitement disturbed them unless it was an occasional fiesta. Their usually solemn faces would light up with smiles as they sighted afar the robed figure of Father Serra walking slowly toward his missions. That man left a fine influence on a section of our country, and accordingly we shall remember him along with William Penn, Roger Williams, and other worthy colonizers.

## WORKING WITH HISTORY AND GEOGRAPHY

**1. Floor Talk.** Prepare a floor talk on William Penn. Perhaps you may wish to compare him with other colonial leaders. Your text gave some interesting comparisons.

**2. Picture Map.** Make a picture map of the original thirteen colonies.

**3. Program.** Have a committee prepare a program on the Dutch. One member might tell the true story of Peter Stuyvesant; two others the literary legends of "Rip Van Winkle" and "The Legend of Sleepy Hollow" written by Washington Irving. One member might choose to point out evidences of the Dutch which remain in the New York area today, such as names, architecture, etc.

**4. Report.** Perhaps some student who is interested in the Swedes might find out more about their activities in colonial times and make a class report.

**5. Chart.** See how many reasons for founding colonies you can find. You might arrange your information on a chart, grouping together colonies founded for the same reason. Don't forget the Spanish and the French colonies.



**6. Magazine Article.** Write a magazine article titled *The Causes of the Indian Wars*. Explain whether or not you think they could have been avoided and give your reasons for thinking as you do.

**7. Special Reports.** We have selected only a few of the famous characters of colonial times. Some people think others are even more important. For example, you might wish to do extra study on Lord Baltimore and his ideas of religious tolerance. James Oglethorpe, with his interest in finding a home in the New World for the poor and unfortunate, is also worthy to be the subject of a floor talk or written report.

**8. Floor Talk.** Find out more about the Carolinas. Present your findings to the class.

**9. Written Report.** Rank ten colonial leaders in what you feel to be the order of their importance. Write a short, well-organized paragraph about each in which you present his contributions. Consider all three chapters that you have read so far on colonial times in America.

**10. Geography and History.** There is much geography to review in connection with the stories of this chapter. We suggest you review the states from Maine to Florida since various actions in this chapter took place along the entire Atlantic coast. Locate and describe important towns and cities "then and now."

**11. History Game.** There is a good history game described on page 436. It will help you to remember important facts about the thirteen colonies.

**12. Quiz Contest.** You will find some interesting work from time to time in presenting Quiz Contests. Have a committee prepare a series of quizzes based on colonial people. First study carefully the directions on page 441.

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

William Penn	Thomas Hooker	industrious
Dutch	Lord Baltimore	persecution
Swedes	James Oglethorpe	Mohawk Indians
Scotch-Irish	Father Serra	proprietors
patroons	thrifty people	Pequots
Peter Stuyvesant	craftsmen	Senecas



## *The Work and Play of Colonial Youth*

**Imagine—If You Can.** It is very difficult to imagine yourselves in the position of the young people of Plymouth or some southern settlement such as Jamestown. The clothes you wear today, the things you eat, the games you play, the activities you perform are all very different from those of colonial young people of two or three hundred years ago.

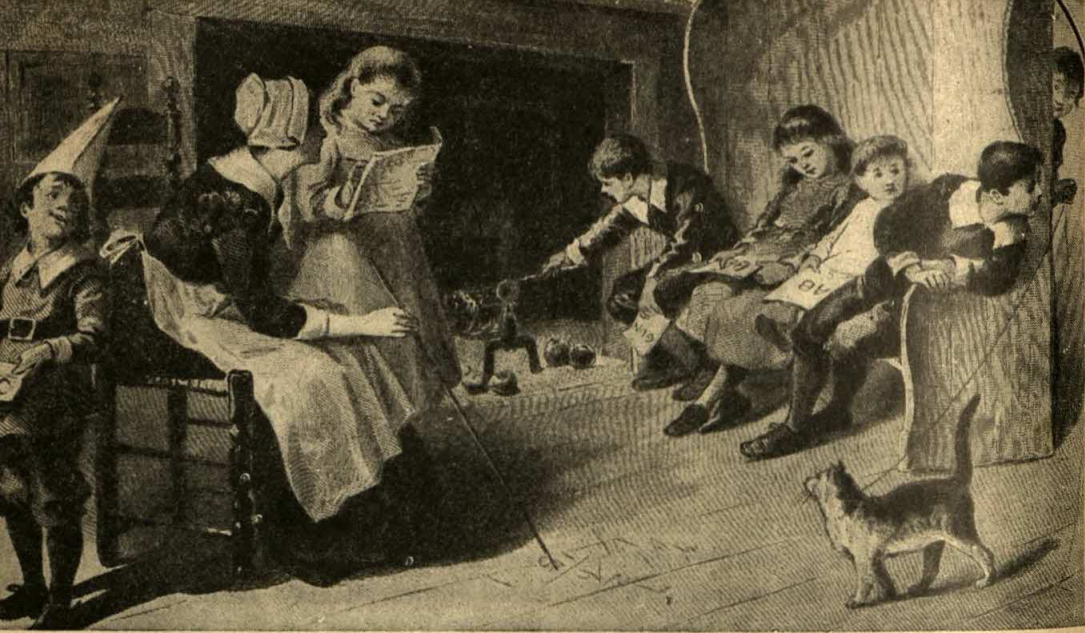
Strangely enough it was almost as difficult for a colonial youth to picture what was going on in other parts of the colonies as it is for you to imagine that you are in colonial times. A New England lad of those days might be making his first trip as cabin boy in a Boston sailing vessel. But he would know little of the life of the farm boy in western Pennsylvania who kept a loaded musket near at hand as he helped his father clear land for farming.

No doubt a young lady on the plantation of a wealthy landowner in Virginia would be receiving lessons in the minuet from her dancing master as she looked forward to a colorful party. This girl could

hardly imagine the simple life of her colonial sister of New Hampshire who had much household work but very few amusements or social affairs. Today the daily papers, radio programs, or automobile trips keep you closely in touch with the people of other parts of your country and even those of foreign lands. Poor roads or trails and little or no transportation kept the colonial youth from knowing much about anyone except his own family and neighbors. In fact, many colonial people lived out their entire lives without an opportunity to travel and visit a town of any importance.

There is no better way to get the spirit of colonial times than to know what young people of your own age were doing. What was the colonial boy doing in Plymouth, or on a farm in the Mohawk Valley of New York? What was the life of the young lady in a Puritan home in Salem or on a tobacco plantation of the South? The most important things in history have always been the daily lives of the common people.





A Dame's School in Colonial Days. Little children went to the home of some woman of the community and learned to read their A B C's. (New England Mutual Life)

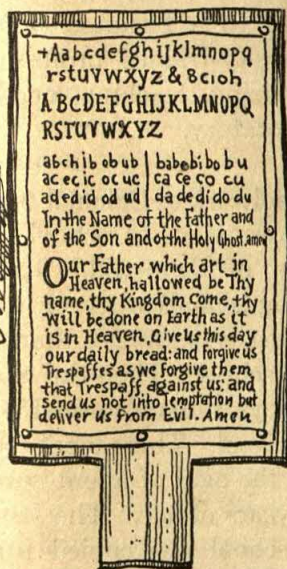
### COLONIAL YOUTH WENT TO SCHOOL

**Colonial Young People Went to School.** People of colonial times recognized the importance of schools. During these early years many of our famous universities such as Harvard, Yale, and William and Mary were started. The Puritans had hardly settled down in Massachusetts before they passed a law (1647) requiring each village to establish a school. Later the first free public high school was started in Boston. Colonial schools were far different from the schools of today, and practically all of the young people of your age had already left school. Don't be mistaken in thinking that leaving

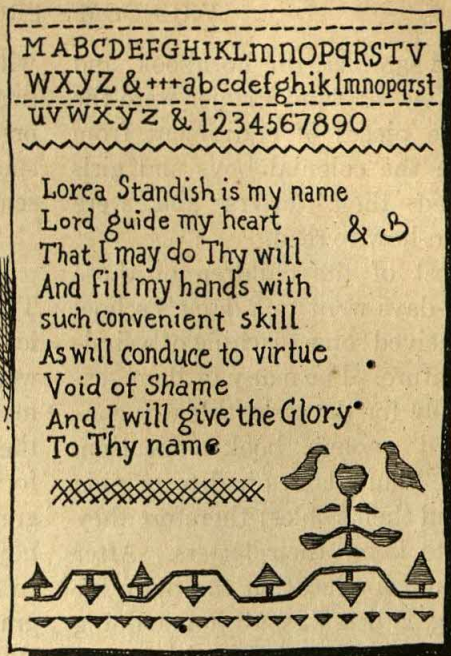
school meant a long vacation. Colonial young people who were not in school were working long hours as apprentices in some trade or, laboring equally hard on the farms of their parents.

Most children of colonial times went to a dame's school for younger boys and girls. Children of this age would be in the first or second grade today. This school was held in the home of some woman, or dame, of the community. When she was not busy with her baking, weaving, or other household duties, she would hear the children say their *A B C's*. The school equipment of the child in the dame's school was very simple indeed. Each child had a horn-





HORN BOOK



THE SAMPLER OF LOREA STANDISH

**A Hornbook and a Sampler.** These were the simple school texts of colonial boys and girls.

book such as the one you see in the picture on this page. The hornbook was nothing but a small wooden paddle with a piece of paper fastened to it. Its name came from the sheet of transparent horn that covered the writing and kept the paper from wearing.

Many colonial girls had a sampler as well as a hornbook. The picture you see here of the sampler is very much like the one that most colonial girls sewed for themselves. The homemade schoolbook was a piece of cloth on which the girls stitched the letters and words to be learned. Both hornbook and sam-

pler generally had the letters of the alphabet, and a few combinations such as *ab*, *ca*, and *da*. Sometimes the Lord's Prayer was stitched on the sampler. Other samplers would have verses on them.

The first and most famous of the colonial books was the New England Primer. From this book pupils learned the alphabet and religious verses from such examples as the following:

- N. Noah did view  
the old world and new.
- S. Young Samuel dear,  
The Lord did fear.



The sampler, the hornbook, and the New England Primer were the simple pieces of equipment from which the colonial boys and girls learned their letters and were taught how to read.

Most of the children of those early days went to a dame's school or received some teaching of a similar nature.\* For many of them, especially for the girls, this was considered enough book education. These young ladies had to be able to read their Bibles; therefore they had to know their letters. After that much education the place for young ladies was at home doing housework. A sampler with letters carefully stitched was really a girl's final school diploma. Colonial men didn't believe in much school education for women. In fact, Governor Winthrop once gave his opinion that a certain Puritan girl had lost her mind because she tried to meddle with book learning. This colonial leader wrote, ". . . if she had attended to her household affairs and such things as belong to women and not gone out of her way to meddle with such things (book learning) as are proper for men whose minds are stronger, she would have kept her wits."

Few young ladies of colonial times, however, had to worry about losing their minds with too much reading and writing. One could have searched the thirteen colonies

without finding a single girl looking forward to a business career or a university-trained profession such as nursing, teaching, or the science laboratory.

### **The Schoolwork of Colonial Boys.**

The boys went on to school—at least a few of them did. There were writing schools where a little more writing was taught than at the dame's school. Then the more fortunate boys went on to the Latin grammar school. This school took boys from the ages of about seven to fifteen years of age. The Latin grammar school was copied from similar schools in England. The students were about the same age as those who are in your classes today. There the similarity ends, for the studies of the colonial school were Latin, more Latin, and then still more Latin. Very little was taught besides that language. Even English grammar was taught only by an assistant, if it were taught at all. A good knowledge of Latin, and to some extent Greek, was thought to be the sign of a cultured man. Then, too, the few boys who were continuing their education were probably preparing for the ministry, and a knowledge of Latin was necessary in order to study many religious books.

Most of the Latin grammar schools disappeared toward the end of the Colonial days. Much



importance was still placed on the mastery of Latin, but people finally realized that this school was not very practical. The Latin grammar school was replaced by the academy which was somewhat similar to the high school of today. Indeed, many of these colonial academies have been continued to this day as private high schools. The academies kept Latin and Greek, but they also taught many "newfangled" subjects such as mathematics, French, literature, and English composition. Many of the adults of the community who had been reared on Latin drill believed that the modern academy was getting "too easy." These old people thought that the new generation would get soft with such frills as mathematics and English grammar. These complaining elders who had gone to the Latin grammar school had often had eight hours a day straight drill on Latin.

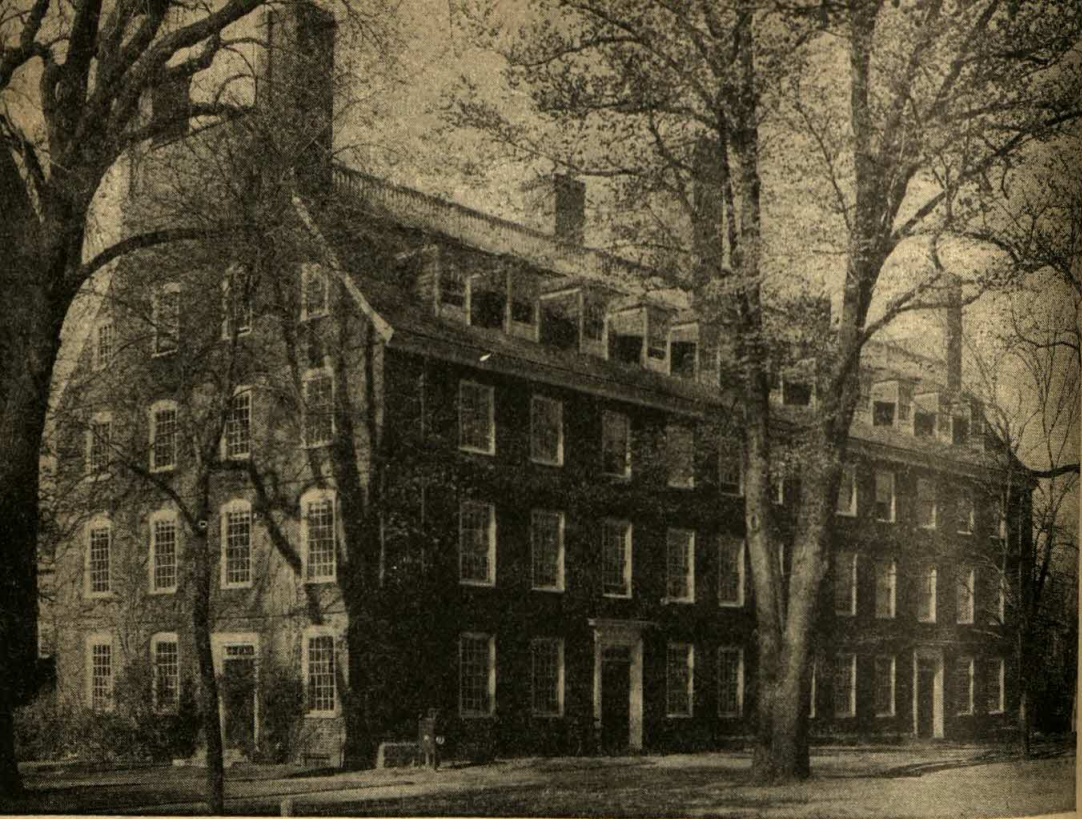
The university was the next step in education for colonial boys, but very few of them ever got that far. A poor boy might have a slight chance to get some help to attend a college particularly if he wanted to study for the ministry. Some sons of wealthy parents attended in order to get the cultural education of a gentleman. Later, boys who wished to study law or become statesmen attended universities.

The few colonial boys who did plan to go to college were about the age of junior high school graduates of today. Latin was studied for the entrance examination. Latin, Greek, and Logic were the courses offered by such colleges as Harvard in New England or the College of William and Mary in the South. Both of these universities were started very early in colonial history. For example, Harvard was founded to train ministers and other young gentlemen only sixteen years after the Pilgrims first settled in Massachusetts. The College of William and Mary was founded in Williamsburg, Virginia, in 1693.

You must not get the impression, since few young people went on to higher schools, that the people of the colonies were not in favor of education. In fact, as soon as towns and communities were settled, these forefathers of ours did more for education than most countries of early times. Soon laws were passed forcing tradesmen who had young people working for them as apprentices to give such boys some education in reading and writing. Massachusetts had been founded only twenty-seven years when each little town was required to have some type of school.

In the southern colonies the people lived on large plantations. Modes of travel were slow and it





Harvard University. The college was started in colonial times, 1636. This is Massachusetts Hall, built in 1720, the oldest original college building in the United States. (Courtesy Harvard University)

was impossible to bring enough boys and girls together to start a school. Southern children were usually taught by a private teacher, or tutor, who lived in the plantation home. The tutor might be an indentured servant but he was highly respected for his education and his refined manners.

The colonial boys and girls, when small, went to some type of school to learn to read their Bibles. A few boys went on to academies or even universities where they spent long hours each day drilling on

some subject such as Latin. No doubt, occasionally when the master's back was turned and there was no danger of the birch switch, the colonial lad would fall to dreaming. But in his wildest dreams he never could look down the years and see a picture of modern school libraries, gymnasiums, well-equipped science rooms, shops, or busses for large union high schools. It is a long, long step from the schools of colonial youth to the schools that you have today in our modern America.





The College of William and Mary. This was the second college in our country, founded in 1693. This building is part of the restoration of Williamsburg. (Courtesy Colonial Williamsburg, Inc.)

### *COLONIAL YOUTH WORKED LONG AND HARD*

**The Colonial Girl Left School, but Her Education Went Right On.** It would be a mistake to think that the colonial girl's education was finished because she had to stop school as soon as she learned how to read her Bible at the dame's school. The colonial girl had to know a multitude of things that are not necessary for the young lady of today. For we are studying about a time when practically everything that a person had, or

used, was either made by that person or by some neighbor. The colonial girl left school, but her education went right on. Learning to do things and to make things was the education of most of those young ladies.

This practical education started early. Remember, the colonial girl made her own sampler in the dame's school to help learn the *A B C's*. This age was about the same as a first-grade child of today. From the age of four or five when the colonial miss knitted her first



stockings or stitched the first letters on her sampler, and for the rest of her life, this lady was learning how to live, to prepare food, and to make clothes. Today when food, clothing, and shelter are provided for us, we forget that these things are the great necessities of life. Colonial girls and mothers had to prepare all of them, for the most part, without assistance.

Food, of course, was the first and most important thing. No doubt the starvation days of Jamestown and the hunger of Plymouth served as reminders to every colonial mother that corn meal and smoked meat and such things had to be "put by" as a protection against the long winters or possible years of drought and poor harvests. So colonial girls had to learn the art of "putting by" or preserving food. They learned how to grind corn into a coarse meal. The colonial girl learned how to bake this meal into bread, perhaps adding from time to time a little rye flour or even pumpkin for variety.

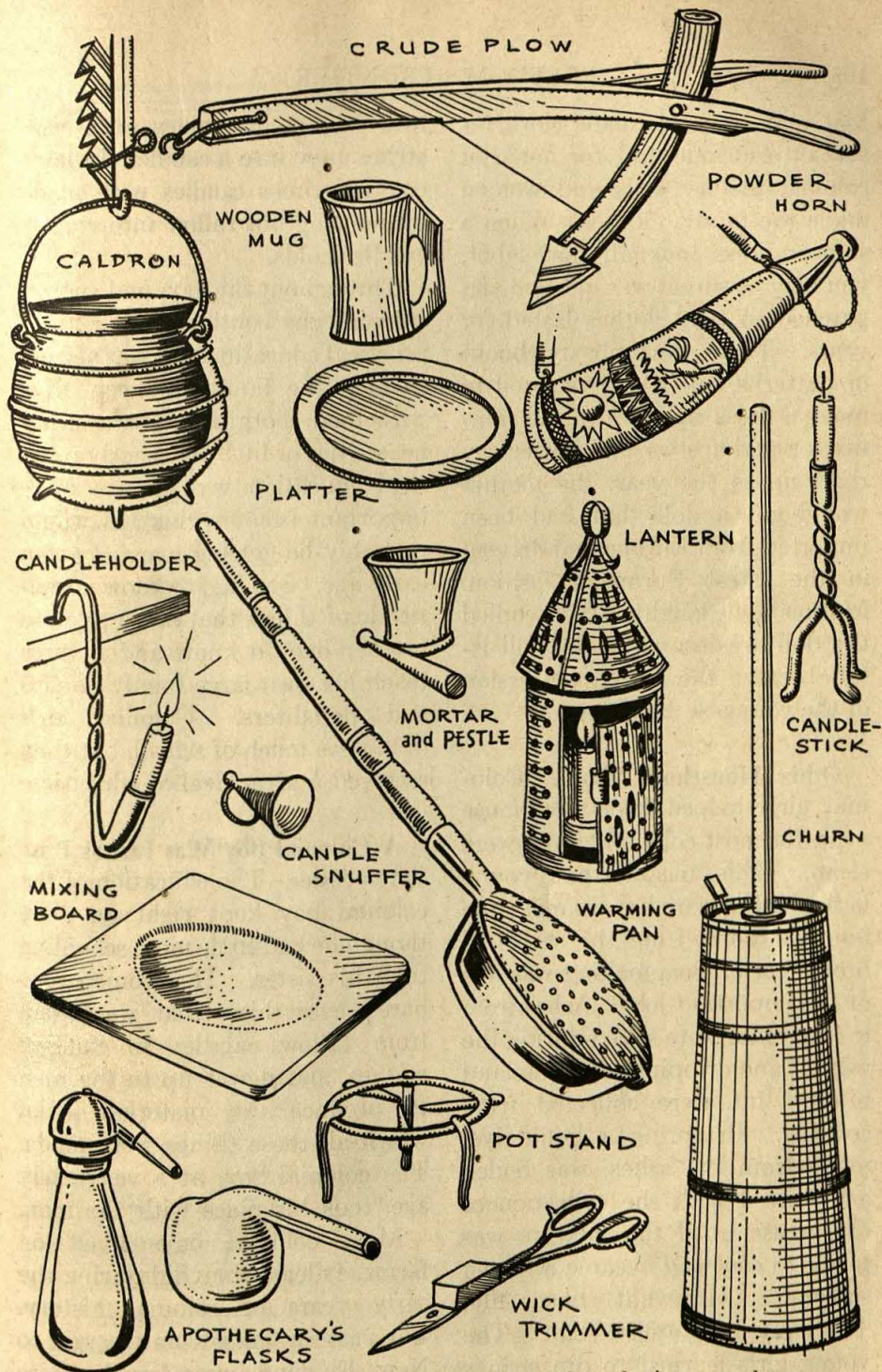
So when the wintertime approached, the neighbors gathered to help the men of the family kill animals. Now the colonial girl acquired part of her education as she helped her mother salt the meat or make sausages. Ways had to be learned to protect meats from spoiling since there was no refrigeration. Colonial women had to

learn to make the best of other kinds of foods as they did not enjoy the fine large fruits and vegetables of today. Many of these are the products of modern agricultural science. Colonial potatoes, for example, were not much larger than hen's eggs.

**Mother, May I Have a New Dress?** Unless the girl were the daughter of rather wealthy parents, she would have made her own clothes and would have helped make the clothes of her father and brothers. These clothes were called *homespun*. Most of these clothes were made of wool, and a good portion of other cloth used was linen. Preparing this meant a great deal of hard work. Of course the men helped in shearing wool from sheep and preparing the flax for the linen. The men brought animals from the forests and these skins were used for clothing. Therefore, colonial girls had to have another course in which they learned to make buckskin jackets and cure leather for shoes.

The education of the colonial girl went on, with the home for a school and the mother for a teacher. Each colonial home had a spinning wheel. With this homemade wheel the women and girls spun the fibers of wool or flax into thread. The thread from the wool or flax had to be woven into cloth. In later colo-





Hand Tools of Colonial Days. Much work of the colonists was done by hand. Men and boys of the colonies made tools for farming and for household use.



nial years weavers made cloth for sale or exchange, but for much of colonial history girls and women made the family clothes. When a suit or dress took all that labor, you may be sure it was mended and patched so that clothes lasted for years. There were no stylebooks or patterns, but if girls wanted to make a dress right up to the minute, or perhaps we had better say right up to the year, the mother would get a doll that had been imported from Europe and dressed in the latest European fashion. Mother and daughter then copied the doll dresses, while the doll itself became the prized possession of the youngest daughter.

**Other Household Tasks.** Colonial girls helped keep the house neat, for most colonial homes were clean. This meant that young ladies had to learn how to make the family brooms from the stalks of broom corn. Soapmaking was one of the important jobs. Ashes from the fireplace were saved during the winter, and drippings of grease and bits of fat were collected from cooking. In spring a liquid lye, made from the ashes, was boiled and stirred with the collection of old grease until the mixture was ready to cool and became a brown substance somewhat like jelly. This was the family soap. The young girls learned to dip strings

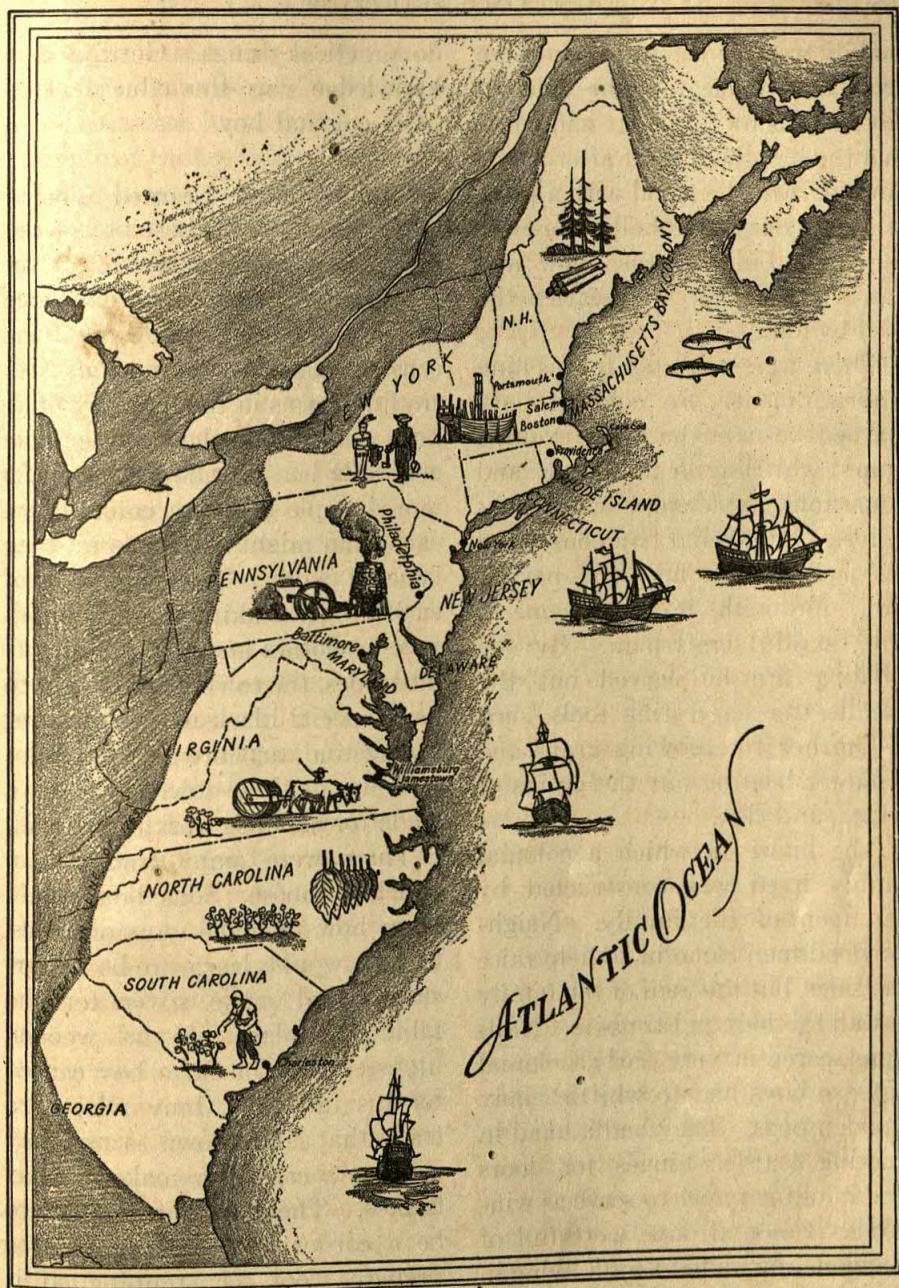
into tubs of hot tallow until each string grew into a candle. In later colonial times candles were made by pouring hot tallow into copper candle molds.

Throughout the days and years a colonial girl continued to get the practical education that was needed to help the family to keep alive with food, clothing, and the other necessities of life. This early practical education was all the more important because this girl would probably be getting married at an early age. She had to know a multitude of things that every colonial mother had to know and in turn teach her own large family of sons and daughters. Colonial girls didn't see much of school, but they received a great deal of education.

**A Colonial Boy Was Just as Busy as His Sister.** The education of the colonial boy kept right on even though he had little more schooling than his sister. The women prepared everything that was used, from tallow candles to Sunday clothes, and it was up to the men to produce the materials from which all these things were made. The colonial boy, at a very early age, took his place with the men.

Most colonial boys lived on farms, at least they did during the early years of colonial history. The eastern lands from Georgia to New England were much more





**Principal Occupations of the English Colonies.** People of colonial times were industrious and worked hard in the New World. This map shows some of the occupations of the English colonies.



heavily wooded than now, so there was land to clear. The colonial boy had his own ax. He had whittled the handle himself after which he smoothed the wood with a piece of sharp glass. He helped to clear the land, build fences, plow and harrow the land, and scatter the seed by hand.

There were no radios for evening entertainment. So colonial boys learned to use the long evening hours whittling small farm and household implements with jackknives. A colonial boy considered his jackknife as his prize possession, for with it he became a very skillful craftsman. By the evening fire he carved out the handles for harvesting tools, such as scythes for mowing grain and flails for beating out the grains of wheat and flax.

The house in which a colonial family lived was constructed by the men of the family. Neighborhood men came in to help raise the sides, but the men of the family cut all the logs and timbers. Nails were scarce in very early Colonial days so boys had to whittle many wooden pegs. They had a hand in making leather hinges for doors and in oiling paper to serve as windows. Colonial days were full of learning how to fight for a living in a wilderness where a man had little assistance except his own strong hands and his knowledge of how to

do practical things. Getting that knowledge was the education of most colonial boys.

### Colonial Boys Learned Trades.

Of course many of these boys lived in small villages or towns. After the colonies had been in existence a few years, seaport towns on the coast began to grow and also trading towns in the interior. The boys who lived in these settlements generally had a trade to learn. As more people joined a community, each man might specialize in some type of work. Then in place of each family making its own furniture or clothes and being Jacks-of-all-trades, the town would begin to have special blacksmiths, weavers, tailors, and carpenters. Each colonial boy of these towns selected a trade for his life's work.

There were many trades from which to choose. Some boys would learn how to make guns or shoes. Others would learn to be silversmiths and make silver for the tables in place of the wooden utensils that the farm boy carved for his family. Many selected a trade that is unknown to us today such as a carder or maker of flax brakes. The boy who learned to be a carder was learning how to prepare wool for spinning so it could be used for garments. A maker of flax brakes constructed crude wooden implements that



broke flax into fibers or shreds so that this material could be spun and made into linen cloth.

Many of the tradesmen for whom colonial boys worked were very skillful craftsmen. The dishes of early Americans were often crude, wooden affairs, but before the end of the colonial times artisans were making beautiful utensils and ornaments from silver. Today museums and private owners prize many colonial silver pieces for their simple graceful form. Paul Revere, who made the historic ride from Boston warning of the approach of the British, was one of our early artists who made attractive silver plates, bowls, inkwells, teapots, and vases.

Some people were engaged in making glassware. Many colonial homes had beautiful candlesticks, tumblers, and lamps made by the craftsmen who worked in glass. The crude handmade furniture of our first settlers was later replaced by more artistic pieces. By the end of Colonial days furniture was being made that was so attractive that it is being copied even today. Just after our country gained independence, a cabinetmaker of New York, by the name of Duncan Phyfe, made furniture of such excellent proportion and graceful curves that he is classed with the great furniture craftsmen of the world.

Shipbuilding was a trade that was learned by many colonial boys. It took a great deal of experience and knowledge to build a good, seaworthy sailing boat. Colonial boys learned how to hew timbers, to pound tarred wicking into the seams between the planks to prevent leaking, or to pick out and fell a particularly straight tree for a mast.

It is well that many boys learned shipbuilding. Remember all the cod that Cabot found swimming in New England waters? The cod and other fish were still there. Soon many colonial fishing boats were sailing those waters. Salem was the first important port of this trade, but soon the wharves of Boston, too, were busy with the business of the fishing fleet. Whaling was started and became a profitable industry.

Many colonial ports began a regular trade of exports and imports with the West Indies and Europe. Philadelphia was the largest shipping port for more than a century, until the Erie Canal brought most of the trade through New York harbor. Many ships came and went from the wharves of Charleston. All of this business needed hundreds of sturdy boats. It was fortunate that the New England timber was of excellent quality and could be found near the water front. It was equally



fortunate that colonial boys learned to be the best shipbuilders in the world.

**How Colonial Boys Learned Their Trades.** A colonial boy had to learn the trade he had selected in order to become a craftsman. There were no trade schools to attend. The boy learned his trade as an apprentice. That meant he was under the control of a tradesman who would teach the apprentice in exchange for the boy's labor. Apprentices worked long hours and in most cases the only pay they received was board and room. This method of training, called apprenticeship, was the way in which colonial young men received their preparation for their lifework.

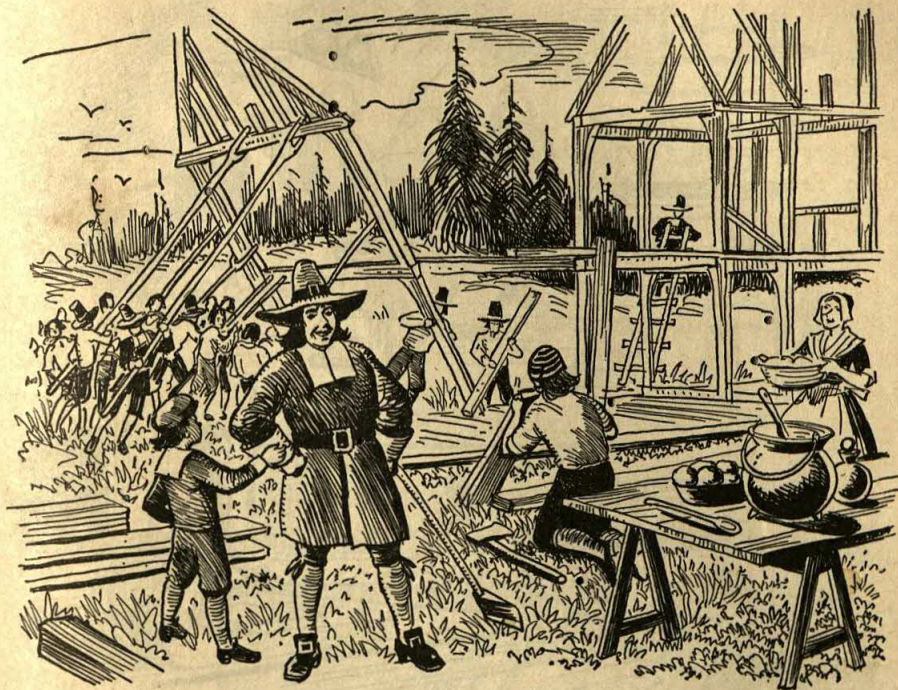
Many of these young people, both boys and girls, who worked for others, were classed as servants and in some regard were almost in the position of slaves. Farmers and tradesmen in the colonies needed much help. A man was fortunate if he had a large family. If more help were needed, the man arranged to get some servants who were being shipped here from Europe. One colony wrote back to Europe, "Send a large number of strong, hard-working men. Should they not be forthcoming at the right time, their places can be filled with boys of fifteen, sixteen, or seventeen years." The legislature

of Massachusetts passed an act in 1710 offering to pay a bounty to any ship captain who would bring male servants.

Poor people and many orphan children came to the New World in this fashion. If a man in the colonies paid for the passage of a servant, he would really own this servant for a period which was generally set at seven years. These young people were called indentured servants because they were indentured, or held under contract until freedom was earned by years of work. From the number of advertisements in colonial papers looking for runaway servants of this type, you may be sure that the lot of most indentured servants was very hard. During this time many indentured servants learned a trade, so that they were really apprentices owned by the tradesmen who had paid for their passage to the New World. Many communities gave these servants land when they had earned freedom.

Most colonial boys put in long days of labor. They were probably so tired by evening and so sleepy that amusements were not needed for the evening hours. That was true whether these boys worked for their fathers on a farm, as apprentices in some trade, or as indentured servants working for their freedom to live in the New World.





**House Raising in Colonial Times.** Men of the neighborhood gathered to assist in house building. They never expected pay—nothing except a good meal prepared by the housewife.

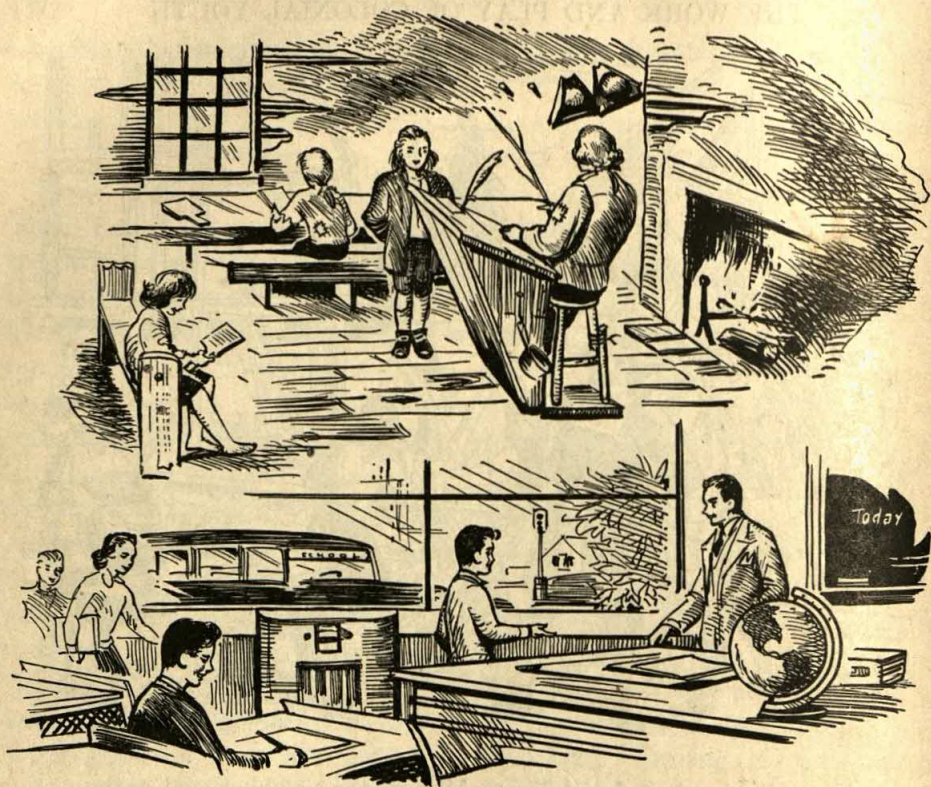
### *THE PLAY OF COLONIAL BOYS AND GIRLS*

**Was There No Fun at All?** You are probably beginning to wonder if the life of the colonial boy and girl was all work and no play. Didn't they ever have any fun? A young person of colonial times would probably have been considered bewitched if he had even imagined such an impossible thing as a movie or a radio program coming out of the air. There was no social life in connection with

school such as athletic contests or dances. Favorite orchestras and orchestra leaders were unknown. An automobile ride was still centuries away. But though they lacked many modern ideas of entertainment, the colonial boy and girl had their own way of enjoying life.

Visiting neighbors and seeing friends were considered some of the chief enjoyments of Colonial days. Long working hours and great distances between homes and





**Schools Then and Now.** Colonial people believed in education, but their schools were poorly equipped when compared with modern schools equipped with libraries, gymnasiums, and science rooms.

farms meant that most people did not get together often. When they did gather at some home, just seeing neighbors and having a chance to talk were considered a good time. It is reported that the loneliness of farm life was such that occasionally farmers of southern plantations would station servants beside the road to urge travelers to stop, visit, and bring news of other settlements. Indeed, the practice of having strangers stay and visit during a journey was so common,

that the inns and taverns began to complain that all their possible customers were stopping in private homes. Southern hospitality thus began even in early days.

People of the colonies, particularly those in the North, took advantage of this desire to get together and turned it to a profitable use. These people got together to work. Such gatherings, or "bees" as they were sometimes called, were so much fun and so much work was accomplished, that "get-



togethers" became the most popular of all colonial entertainments. The excuse for the gathering was generally a piece of work that needed as many men as possible, such as raising the frame for a barn, clearing heavy rocks from a field, chopping down large trees, or getting a crop harvested in a hurry.

The women were not to be outdone, so they organized gatherings to make quilts and to prepare food. Even the spring house cleaning brought many neighbors in for a general attack on the dust and dirt that had gathered over the winter months. Boys and girls came—everybody came. Everyone pitched in until the job was done. There were shouts and laughter in the field where the men were working, and no doubt many an item of news or gossip was being exchanged by the women as they sewed. Then the women on whose farm the work was being done put out their best food and all sat down to a neighborhood feast. Just being neighborly and visiting were considered fun by the good people of colonial times even when there was work to be done.

**Hunting, Running, and Horseback Riding.** We must not overlook the fact that most colonial young people had an abundance of one type of good time that many

modern youths would like to have. That was an opportunity for an adventurous outdoor life with unlimited fishing, hunting, and trapping. We find our old friend John Smith of Jamestown writing about sport of this kind and urging young people to engage in it for both fun and profit. In one of his journals Captain Smith remarked that "he is a very idle boy who has passed the age of twelve and cannot fish; and a girl is stupid who cannot spin a thread to make nets to catch fish."

Then, of course, in the forest around the farm clearings and just back of the town stockades, wild animal life was plentiful. Many a colonial boy helped to add variety to his family's diet with a large wild turkey brought back from the woods. Deer and bear were abundant and supplied a good deal of fresh and dried meat as well as skins for sturdy jackets and other clothing. Hunting was a necessary part of living, so perhaps much of that occupation became work rather than sport.

Young people of all times engaged in natural athletic sports such as running and jumping. Such "track meets" were a part of the good times when colonial young men got together. A diary of a New England man tells of engaging in a contest of three jumps. This was probably the forerunner





**Making Candles in Colonial Times.** Women of colonial times had to make candles, soap, clothes, and many other things that we buy at our stores. (Courtesy National Life Ins. Co.)

of the Olympic Games contest of the hop, step, and jump. Lest you get the impression that all people of those early times were religious and well behaved, you must know that there were numerous accounts of brutal fist fighting. Many of the men of these early times had led rough lives. They had fought Indians to protect their wilderness homes. There had been little of refinement in their lives. And often arguments would end in fighting of a type that today we would consider disgusting.

We are not surprised to find that people of southern colonies engaged in horseback riding. This was a natural thing as their plantations were very far apart, and it was necessary for each family to own horses. Since these southern colonists owned horses and knew how to ride them, they engaged in riding sports such as hunting with horses and hounds. Horse racing became very popular. Such men of Virginia as Washington and Jefferson took pride in the fine horses that they raised.





**A Plantation Ball.** Ladies of the southern colonies were trained by dancing masters in the steps of the graceful minuet. (From "Give Me Liberty" Courtesy Warner Bros.)

Southern gentlemen might chase hounds and foxes and watch horse races but New England under the Puritans was very strict about amusements. Many things, from card playing to mince pie eating, were prohibited. Later these strict laws were changed until people dared shout on the King's birthday or frisk around a pole on May Day. Of course, even the early Pilgrims celebrated Thanksgiving, but with more prayer than merriment. However, before colonial times were over even election days provided occasions for a good time.

#### **There Were Dances and Parties.**

Some of you are probably wondering if these colonial young people ever had any "real" parties. Yes, there were dances, especially on the plantations of the South or in the pioneer cabins on the edge of the wilderness. Young people who lived in New England during the first part of colonial history had no dances at all. For a number of years only lectures were allowed in that land of sober adults and young people who waited for permission to speak. In later colonial years parties and dances began to appear



in the North, especially in the farm settlements. These were chiefly country folk dances. The pioneers thought that these old-fashioned square dances were a lot of fun as they "kicked up their heels to a lively fiddle and pranced to a 'right smart' figure caller."

Perhaps the young people of today demand something more elaborate than a group of settlers in homespun clothing stepping to a square dance on a rough cabin floor or even on a dirt clearing. In that case you might prefer a dance at the plantation of a well-to-do southern planter. Such affairs had elegance, beauty, and romance. The young ladies of Virginia were trained by dancing masters in the graceful steps of the minuet. (See page 115.) As these young people slowly trod the graceful steps of the dance, they were taking part in a colorful social affair that was to be one of the chief features of southern life.

There was one very good reason why the girls were gracefully treading the steps of the minuet rather than engaging in gymnastic types of dancing. Colonial ladies had to move slowly because they were weighted down with many hoop petticoats, elaborate dresses imported from Europe, and heavy, ornate jewelry. There was a great difference in those days in the clothes of the rich and poor. Colo-

nial girls from wealthy homes would have their hair padded, puffed, and powdered. The young men were little better off. They were arrayed in long stockings and tight knee breeches. Each lad wore a fancy waistcoat of some rich and brightly colored material such as satin or velvet. He, too, wore a white powdered wig which added glamor to the scene even though it was quite unsanitary. Thus arrayed, these youthful colonials engaged in a stately dance as they slowly turned, bowed, and curtsied to the music of a violin or a spinet.

This colorful scene of a dance on a wealthy plantation, however, is not a typical picture of colonial life. Very few young people of those days lived in homes of wealth or wore silks and satins and powdered wigs. Most of these boys and girls led simple lives and worked hard, but they had advantages. Their simple living and days of hard work helped them to grow strong in character and spirit as well as strong in body. As they grew up to become the men and women of the colonies they developed courage, strength, and independence. These qualities were to become the chief ideals of American life. Our next chapter will tell more about how the people of colonial times began to prepare this new Western World to be *Freedom's Frontier*.



## WORKING WITH HISTORY AND GEOGRAPHY

**1. Radio Plays.** One of the best ways to learn history is to prepare and present radio plays. We suggest you prepare such a radio skit on the education of colonial boys and girls compared with that of young people today. Be sure to study the suggestions on preparing radio skits that are given on page 436.

**2. Written Report.** Most boys of your age in colonial times would not have been in school as you are. Many of them would have been serving as apprentices in some trade. Suppose you had lived in colonial times. Make a list of trades from which you might have made a selection. Which would you have chosen? Why? Write a paragraph explaining your choice and the reasons for it. In another paragraph compare such opportunities with those which you enjoy as a modern boy.

**3. Written or Oral Report.** Girls of your age in colonial times would certainly not have been in school working out these activities. Write a report on problems that existed in colonial homes that do not exist today. If you prefer, do one of the following:

Compare the methods used for preserving foods in colonial times with those used today. You might interview your home economics teacher for additional information on modern methods.

Compare the colonial girl's responsibility in regard to clothing with yours today. Get more information on the English dolls used as models in colonial times. Write an article on this subject.

**4. Draw or Model.** Draw or make a model of a colonial sampler for your class bulletin board.

**5. Draw or Model.** Draw or make a model of a hornbook for class display.

**6. Display.** Bring to class any real samplers, colonial articles, or textbooks from this period. Have each pupil who contributes an article write a brief, accurate history of it which may be attached to the article. Have a committee prepare an exhibit for a display case, school library, or classroom. If you decide upon a class exhibit, you might invite another class to share it with you. In this case, "guides" should explain each exhibit to the guests.

**7. Floor Talk.** If you are a boy studying this chapter, you might like to make a report on the colonial boy's jackknife. You might make a drawing to scale to show how these knives looked.

**8. Floor Talk.** If you are a girl, you might make a floor talk on the preparation of homespun or linen. Perhaps some of your points could be made clearer by drawings or diagrams on the blackboard.



**9. Floor Talk.** In your text you have read something about indentured servants. Find out more in your library and report your findings in a floor talk.

**10. Committee Project.** A committee might work out a class report on the excellent craftwork of later colonial times. Let different members find out about silver, pewter, glass, furniture, etc. Class "artists" might make large drawings to illustrate the reports as they are presented to the class.

**11. Article.** Write an article or make a floor talk on colonial "bees." Give your own ideas on some of the following questions: Should the people in our modern communities be more neighborly as were colonial people? Would this be practical? How could such ideas be applied to modern living conditions?

**12. Report.** Find out all you can about colonial sports. Give a floor talk comparing them with those of today.

**13. Demonstration.** Prepare a floor talk on old-fashioned square dances. Perhaps your "gym" teacher would teach a group of class members a dance that could be performed for the class after you have given your report.

**14. Plan a Party.** Make a written plan for a young people's party such as might have been held during colonial times:

a. For farm girls and boys in New England.

b. For wealthy plantation owners' sons and daughters in the South.

Include such items as decorations, music, entertainment (dances, games, etc.), and refreshments. Tell what kind of clothes each group of young people would have worn.

#### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Duncan Phyfe	homespun	carder
dame's school	scythes	flax brake
hornbook	writing school	artisans
sampler	flails	tarred wicking
New England Primer	Jacks-of-all-trades	square dances
Latin grammar school	weavers	minuet
academy		satin waistcoat
apprentices		indentured servant



## *Ideals of Liberty Develop in Colonial Times*

The people of colonial times developed many ideals and many ways of doing things that were to prove valuable in forming our own United States. Even today we are indebted to these colonial men and women. They started many ideals of religious freedom and political liberty that modern Americans consider our most prized possessions. It is true that many of their customs were brought from the Old World. But most of their European ideas of religion, education, and family life were changed to meet new conditions in a New World. Over a century and a half of colonial life was needed to lay a strong foundation on which could be built our own United States. Before we leave our story of the colonies it is well to give attention to a few of the important things accomplished by colonial people.

**The American Home and Family.** Colonial men and women were not the first people to have homes and to enjoy family life. That had been their way of living in Europe, and the family group had great im-

portance in colonial times. The families were usually large. Each member had to work so that all would have clothes and food. Many times each one was called upon to fight to protect the family. This developed family loyalty which is a splendid characteristic for every American.

The best scene of colonial times to keep in mind would be of the average family around a large fireplace during the long evening hours. There would generally be many brothers and sisters with their parents. This principal room, which was called the fireroom, served as kitchen, living room, and not infrequently the bedroom of the parents.

The fireplace, which was very large, was the center of interest of the room. It was made of flat stones, though later the wealthy bought bricks for this purpose. Over the burning logs, which the boys had chopped, were hung large kettles suspended from the chimney by chains and hooks. By the side of the fireplace could be seen a number of cooking utensils, and





**A Colonial Room.** This New England room was constructed about 1640, and the furniture of oak and maple was made about ten years later, representing the earliest type of native furniture. (Courtesy Metropolitan Museum of Art)

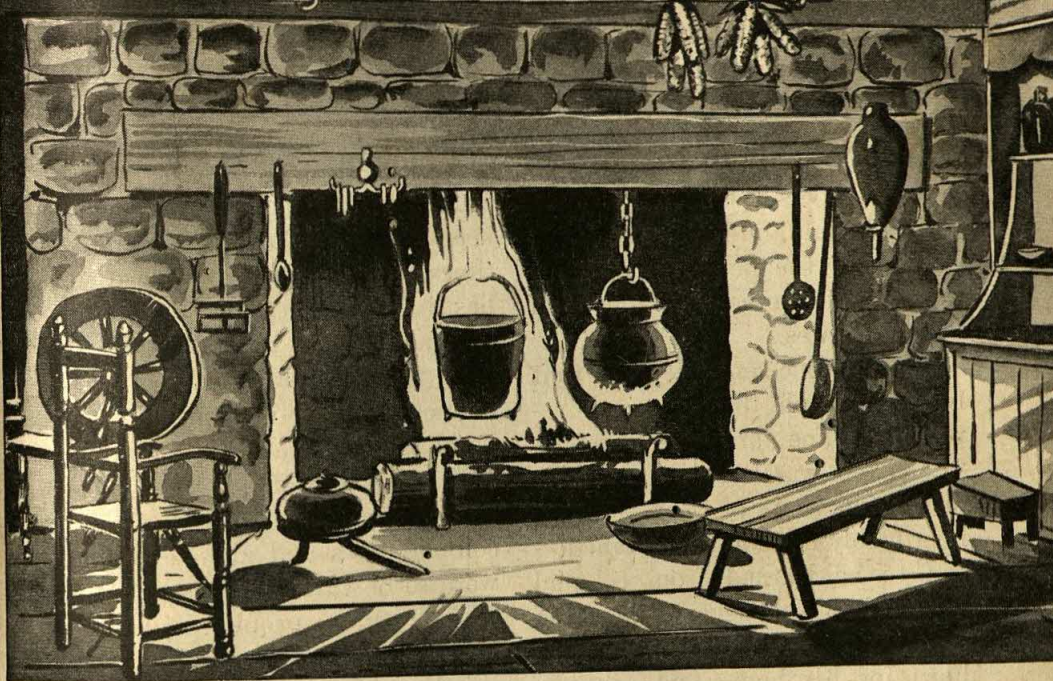
among these would be a Dutch oven of iron which probably the grandparents had brought from the Old World.

The furniture of the room would be plain. A corner cupboard was built to the wall and on these shelves rested a few pieces of silverware which the mother prized. A highboy, or stand of drawers, and another straight chest of drawers, contained most of the family belongings such as Bibles, paper, utensils, and trinkets. There would probably be three straight benches for the children, although

the eldest sister and mother might have straight chairs with leather seats. The father would sit in a similar straight chair, but it would generally have a high back.

The entire family would be engaged in some kind of handwork in the evening hours. The boys would whittle cups and bowls of hard maplewood, and each would use his own prized Barlow jack-knife. The youngest sister would be stitching the letters on her first school sampler, while her two older sisters mended the family clothes. Mother would be working on a





**A Colonial Fireroom.** This was the principal room of most colonial homes and generally served as the kitchen, living room—and many times the bedroom.

fancy design on a large piece of tapestry which she planned to hang over the rather unattractive wall. Such pieces of needlework took many, many hours and were much prized. In later years, they might be given to one of the girls when she was married.

The father would be reading aloud a chapter from *Pilgrim's Progress*. While the family engaged in handwork, all listened to the story of how the hero, Christian, overcame all obstacles in climbing the Hill of Difficulty. Occasionally the children would watch the father as he read, for his face

would be outlined by the home-made candles that sputtered by his shoulder. When the father finished the story, he would take his Bible and read a chapter. Then he would say a prayer. Now it would be time for the family to go to bed to be rested for the long day's work ahead.

There was nothing else that our country received from Colonial days that was half so important as the ideals for our American family. Each colonial youth around that fireplace was learning to be a part of the family. Each one was learning to do his or her own share of



work. Here boys and girls were learning the value of loyalty to other members of the group. From such colonial families came the fine citizens of the new country that was soon to be created—our own United States.

There is one sentence from that last paragraph that is worth repeating time and time again. "Each one was learning to do his or her own share of work." There is probably no more important lesson to be learned from colonial times than that every American should be willing and glad to work hard for his home and country. That was the lesson that the men under John Smith had to learn during the starvation days of Jamestown. That was the lesson that every colonial boy and girl had to learn. It is, moreover, a lesson that we today should not forget. Every American should work at some worthy task to be entitled to the privileges we enjoy in our country.

**Members of the American Families Developed Courage.** The evening scene of the colonial family was not always so peaceful as the one about which you have just read. In many localities there was an undercurrent of unrest and even fear as the family gathered around the fireplace in the evening. Powder horns were there. Muskets, and later, Kentucky rifles,

hung on the wall with household utensils. It was a part of the family duty to mold bullets and to keep a stock of them on hand at all times. Many early colonial families lived from year to year with a constant threat of Indian attack from the woods of the upper Connecticut River or from out beyond the last trading post in the Mohawk Valley of New York. The courage and hardihood that these colonial boys and girls developed were to be valuable in later years. These young people, and their own children in turn, were to be the Americans who were to go beyond the first mountains and face the dangers of the wilderness of the American frontier.

Many a colonial family farmed a clearing on the edge of a settlement with the threat of massacres always present. Many a colonial boy was by his father's side at a cabin window while his mother and sister stood behind and loaded the muskets during attacks. We read today historic stories that tell of the bravery of the colonial families as they faced the dangers of the wilderness.

One story tells that the first word that a war party was near came as the father was chopping trees in the clearing. Hastily he hitched the oxen to the only cart while the mother quickly threw in a few of the most needed family





**Protecting the American Home.** A New England colonial family bravely repelling an Indian attack on their cabin. (National Life Insurance Company)

belongings. Then the mother took the smallest daughter and sat atop the pile of belongings. The father and the boys ran alongside as the oxen were lashed to their fastest pace. The fort down the valley was reached in time. Other settlers poured into the little stockade, but many neighbors did not get started in time, or members of other families were working far in the woods and were not notified of the danger. On the very first day of the attack many deaths were reported and there was sadness in the outpost fort.

• Then the real siege began. The supply of food and water ran low. The men organized counterraid in order to relieve pressure on the fort so that the supply of fresh water could be replenished. There followed many days of hardship and death until the Indians, disheartened by the stubborn resistance of the fort, gave up and retired to their distant villages. Then the family returned to the home. The cows had been killed. The cabin was burned to the ground. The well was so demolished that another had to be dug.





**Faneuil Hall, Boston.** During Colonial days meetings were held here to protest unjust treatment by England. This building is sometimes called the Cradle of Liberty. (Courtesy Boston Chamber of Commerce)

But the colonial father and mother and their children set to work again to build a new home in the wilderness. These colonial parents were not easily disheartened by disappointment or disaster. If they had been, we might not have our great country today.

When we read of the persistent way in which those colonial families hung on to their homes in the wilderness, we are filled with admiration. Cruel weather was faced, dangers were braved, hunger was endured, hard work was accomplished. The colonial families won the battle of life, and because they won that battle, you enjoy the advantages that came to a new country in a New World.

### *LEARNING LESSONS OF LIBERTY*

**Ideals of Liberty Were Developed by the Colonists.** One of the most important things about our country is that people are free to worship in any church that they choose. This principle developed in colonial times. In fact, we have read that it was one of the chief reasons why people came to this country. The intolerance of the Puritans to people of other religious views was not developed in America. It was brought with them from the Old World.

This religious intolerance began to disappear in the New World. Roger Williams, Lord Baltimore, and other people set up independ-





**The Charter Oak.** This tree stood in Hartford, Connecticut, until 1856. There is a tradition that the colonists hid their charter from the English in the hollow of the tree. (Wadsworth Atheneum)

ent colonies where there was complete freedom to worship. European countries had been fighting for years and even centuries about religion. Such groups as the Protestants and Catholics fought each other in endless, bloody wars. Yet in America, Catholics and Protestants lived peacefully together in such places as Maryland where Lord Baltimore was anxious to have settlers of all faiths come to this colony. He even granted large estates to some men. A different way of doing things was growing in America.

The people of Europe had been accustomed for centuries to submit to autocratic rule. Many people

who could no longer stand oppression left their homes and relatives and came to the colonies. It was therefore natural that these new people would value personal liberty and wish to see that it was one of the important ideals in America. We read in the first chapter of this unit how Bacon and his colonial followers in Virginia forced the autocratic Governor Berkeley to give attention to the needs of the people. There were many instances of this kind.

At one time the English king sent a man by the name of Sir Edmund Andros to the colonies. Andros was to unite all the colonies into one dominion. This man





**The Village of East Corinth, Vermont.** This beautiful colonial type church in a New England village is a modern symbol of the importance of religion in the lives of our colonial ancestors.  
(Ewing Galloway)



tried to abolish local government. It is said that the people of Connecticut saved their charter by hiding it in an oak tree, which thereby became historic. Andros attempted to set up the official Church of England. This was too much for the independent thinking of the colonists. These people had suffered too much and had worked too long for the right of religious freedom and representative government to see a return to the Old World ways of doing things. Soon Andros was ousted and sent back to England.

**Colonial Americans Learn to Govern Themselves.** There was one principle that could be considered the most important ideal started in the American colonies. That was the desire and ability of people to govern themselves. That desire and that ability were developed early and became a part of the very life of the colonists. It was this desire for self-government that made the British colonies different from those of Spain and France.

We remember that only a very few years after the first settlement of Jamestown, representatives from each of the settlements along the James River met in the House of Burgesses to discuss the problems of those communities. This was the first time that men had met together in the New World to make

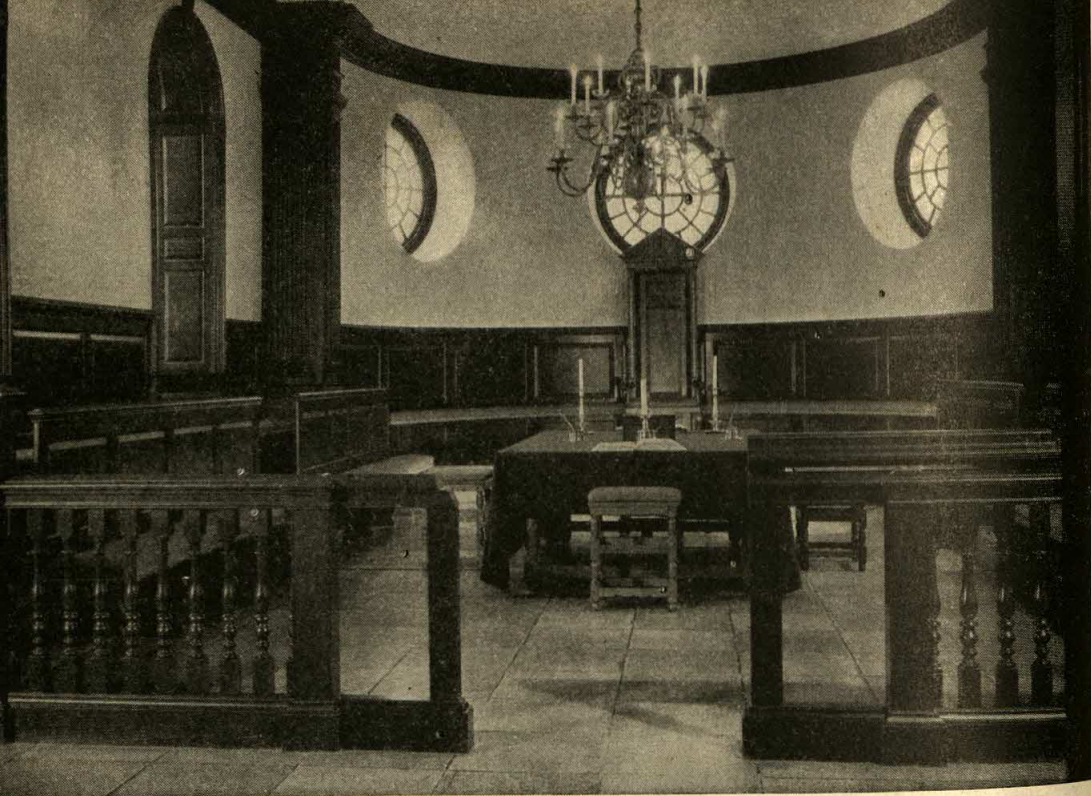
laws to regulate the communities.

Even before the Pilgrims landed, you will recall that men gathered together in the cabin of the *Mayflower* and made an agreement that they would all submit to the laws and leaders that they would choose.

The first English settlers in the New World saw that the best and fairest way for people to get along was to make their own laws and then to elect leaders to see that the laws were obeyed. Truly a wonderful democratic way of life was being developed in the colonies. We must always remember, however, that our ideas about government and the rights of the people started far back in the history of England.

One of the most noteworthy ways in which the colonists learned to govern themselves was by the town meeting. This democratic method of getting along was important particularly in New England. The men of the town would meet in a hall especially erected for this purpose. You remember that the Pilgrims built a single building to serve as a fort, a place to worship, and also for a town meeting room. To the town meeting came all of the men of the community to discuss their common problems, to pass regulations, and to plan a common defense against Indians. The men would elect leaders, or "selectmen" as they were called.





**House of Burgesses, Williamsburg, Virginia.** In this southern room the colonists of Old Virginia began the first representative government in the New World. (Courtesy Colonial Williamsburg, Inc.)

Here in the town meeting, far away from kings or other rulers, the colonial Americans learned how to discuss and solve their own problems. This strong desire to govern themselves was one of the most important colonial ideals brought over from Europe and developed in America.

Here the voters of the town would solve problems about their church and the school. Every voter might discuss and help make decisions about such matters of community interest as roads, bridges, fences, and the use of the common pasture lot.

In the South the people lived on large plantations and there was very little village life. It was almost impossible to bring all the people together in a town meeting. In the South the colony was the unit of government. In each southern settlement or borough the people elected two or more representatives or burgesses from among the planters, who came together in a representative assembly to make laws and take care of all matters of taxation and government for the colony. This governing body even elected its own members when vacancies occurred.



**The Colonists Had Many Unsolved Problems.** A fine new type of independent life was being developed in the colonies, but these people also had many problems. Slavery was started very early in colonial times. Large plantations of the South owned most of the imported slaves, but many northern boats earned money bringing slaves to this country. All parts of our colonies had a hand in starting this undesirable practice. At first many people accepted slavery simply because it was carried on in other parts of the world.

The decided lack of unity between the different colonies was also a serious problem. Transportation was slow between cities, and the tendency was for each community to disregard the problems of others. The men of the colonies even rejected a good plan for general organization against the marauding French and Indians, because each colony was afraid it would lose some of its own independence. They had not yet learned the value of united effort. The plan for union which was rejected was proposed by one of the leading characters of colonial times, Benjamin Franklin. We shall read more of this great man in another part of this book.

There were many other weaknesses in colonial life. Those colonial men who were attending a town

meeting would have been shocked at the thought that women, too, might have good ideas about the management of the community. We know today that our working conditions, sanitation, and implements of living are vastly better than those of colonial times. The men and women and the boys and girls of colonial times had many unsolved problems and even many faults. However, they deserve our praise and thanks for the hard work that they performed and the ideals of liberty that they started.

**Our Story of Colonial Times Is Drawing to a Close.** The discussion of how colonial people started our ideals of liberty and freedom brings us to the time in our country's story when we were, indeed, to gain complete freedom as a separate country. There is one more important fact to keep in mind in regard to the colonial part of the history of our country. When we think of scenes of Jamestown or the colony of William Penn, we sometimes do not realize that the lands of the New World were under colonial government about the same length of time that we have been a separate country.

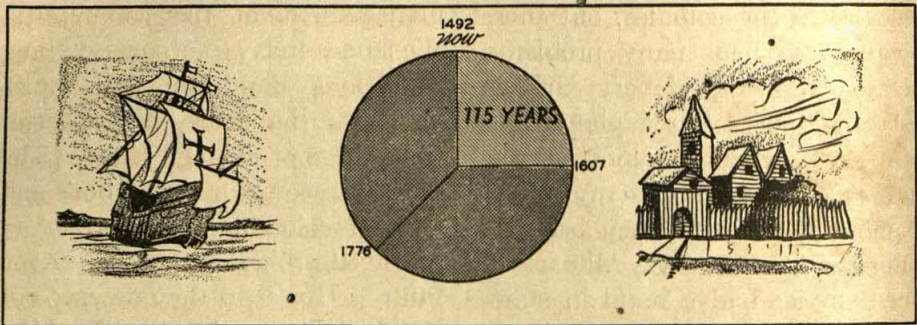
The three charts on the next page will show you the length of time it took to explore the new lands, to colonize them, and the length of time we have been a



# THREE PERIODS OF AMERICA

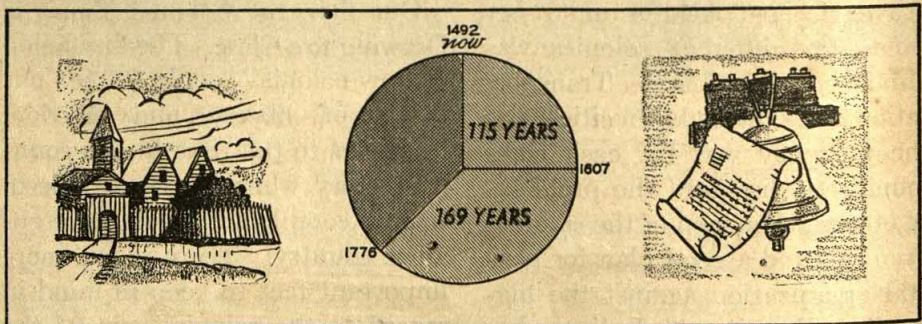
## Exploration

115 Years from Columbus to Jamestown

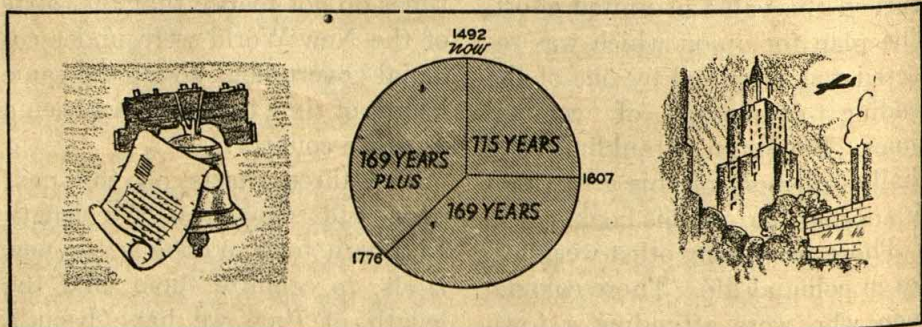


## Colonization

169 Years from Jamestown to Independence



The United States  
How Old Is Our Country?



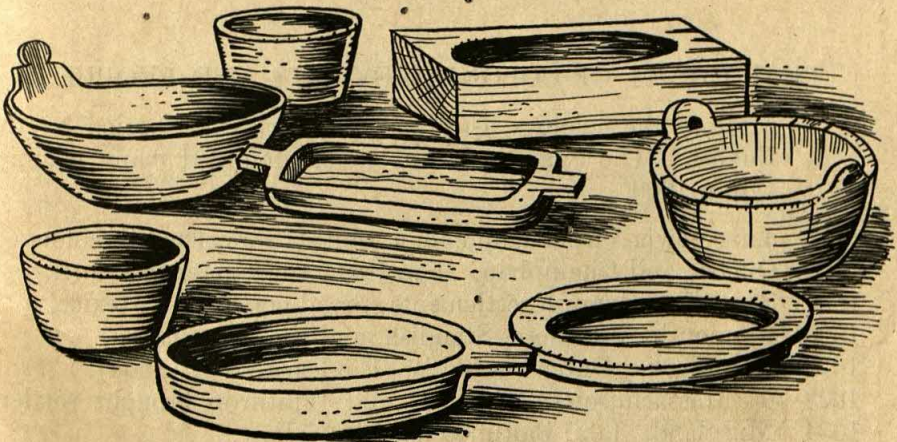


separate country. Of course these periods overlap. There was much exploration even after settlements and colonies began, but, in general, we can say that exploration and colonization were separated by the starting of Jamestown—at least as far as the English were concerned.

**The Spirit of Independence Was Born in the Colonies.** For over a century and a half the men and women of the colonies struggled and fought to establish homes in a New World. The hard work of gaining a living in a wilderness gave these people physical strength and endurance. Because they had to depend upon themselves and on the things that they could make, they became very resourceful. Since most of these people had

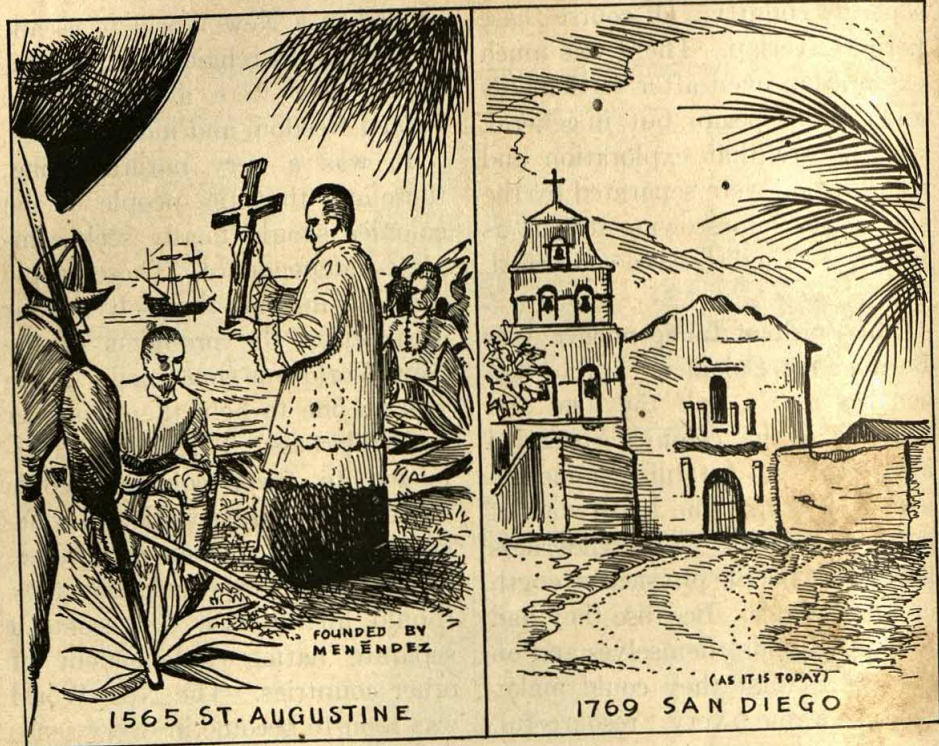
settled in a New World to escape oppression in religion and government, they were a people who valued freedom and independence.

It was a very natural thing, therefore, that the people of the colonies should finally seek complete independence. These people were left much to themselves as far as meeting the problems of the New World was concerned. There was no one to help them conquer the wilderness. This new land belonged to these colonial people alone because their work and courage had made it their own home. It was to be expected that they should finally wish to become a separate nation, independent of other countries. The New World was soon to become in every sense *Freedom's Frontier*.



Colonial Wooden Bowls and Trenchers





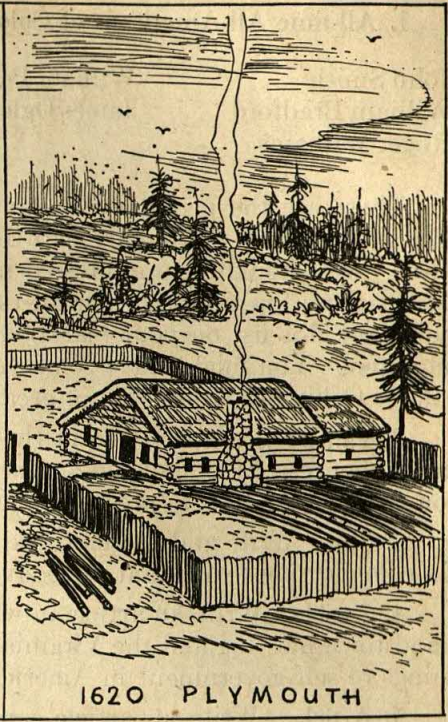
### Two Centuries of Spanish Colonies

#### TIME CHART OF COLONIAL EVENTS AND PEOPLE

Most of the colonies listed in this chart were settled by the English. The Spanish, however, had founded many colonies before 1600.

- 1607 Jamestown, Virginia, and John Smith. First English colony.
- 1608 Quebec and Champlain. The French began settlements.
- 1609 Santa Fe. Spanish settlements spread north from Mexico.
- 1620 Plymouth. Bradford, Standish, and the Pilgrims.
- 1623 New York. Dutch started it. English took it (1664).
- 1628-30 Massachusetts. Endicott and Winthrop brought settlers.
- 1634 Maryland. Lord Baltimore began a colony.
- 1636 Connecticut started by Hooker and Massachusetts followers.
- 1636 Rhode Island and Roger Williams.
- 1638 Delaware. Settled by Swedes. In 1704 made English colony.





### *The First Important English Colonies*

#### TIME CHART OF COLONIAL EVENTS AND PEOPLE

- 1651-58 Settlements in Maine made part of Massachusetts colony.
- 1663 Carolina made a colony.
- 1679 New Hampshire made a colony on land given to John Mason in 1622.
- 1682 Pennsylvania and William Penn.
- 1712 North Carolina acquired a separate governor.
- 1718 French settled New Orleans and Louisiana.
- 1733 Georgia settled by James Oglethorpe.
- 1738 New Jersey finally made separate colony.
- 1764 French started fur post at St. Louis.
- 1769 Father Serra founded mission at San Diego.
- 1775 Boonesborough begun. The Colonial days ended; independence began.



## WORKING WITH HISTORY AND GEOGRAPHY

### 1. All-time All-Americans of Colonial Times.

John Smith  
William Bradford  
Roger Williams

William Penn  
James Oglethorpe

Lord Baltimore  
Father Serra  
Samuel de Champlain

These are the people every American should know and remember. Go over the list thoroughly with review drills, reports, and quiz contests. We should have impressed in our memories the important facts about these top people of our all-time history hit parade. We suggest you post this list on your blackboard and add to it as we study other chapters. You might have some very good reasons for adding the explorer Columbus to this list of great men in American history.

**2. Panel Discussion.** One of the best means of presenting topics to an audience is by organizing a panel discussion. Study the suggestions on page 438 on how to present a panel discussion on religious tolerance.

**3. Skit.** Write and present a skit (short play) contrasting home life in colonial times with that of today. In what ways are they the same?

**4. Article.** Write an article in which you explain how the New England town meeting and the Virginia House of Burgesses were the beginnings of self-government in America.

**5. Article.** Write an article comparing the life of a colonial and a modern woman. Consider such things as education, opportunities for a career, legal rights, clothes, jewelry, and cosmetics. In which age would you prefer to have lived? Why?

**6. Floor Talk.** Prepare a floor talk explaining why it was so difficult to bring the colonies together. Consider both physical differences and differences in ways of thinking.

**7. Letter.** Write a letter, such as a colonial man or woman might have written to a friend in England, explaining why colonial life naturally developed a type of people who were ready for independence. You might consider such points as these: The life made them physically strong and self-reliant—they fought their own battles and made their own things. Most of them were independent thinkers with great courage or they would not have left Europe. See how many other reasons you can add.

**8. Motion Picture.** Make a list of the people that you consider are the most interesting of the colonial period. If you were making a picture about these people, what actors and actresses would you cast for each role?



**9. Books to Read.** Work with a committee to prepare a list of books in your library that have their settings in colonial times. Make a brief book review of each. For example: *Blithe McBride* by B. M. Dix. This is an entertaining story of a thirteen-year-old girl who grew up among thieves in London. She came to America as an indentured servant in 1657 and had exciting adventures with Puritans and Indians. The book gives a fine description of colonial life and customs.

**10. Grandfather Talks.** Take a census of your class. Find out how many members have ancestors that lived in early American times. Have a storytelling hour when each may present "Grandfather and Grandmother Talks."

**11. Chart.** Make a chart including each of the original thirteen colonies under the following headings:

COLONY

FIRST SETTLEMENT

LARGEST CITY TODAY

**12. Advertisement.** Write an advertisement for an indentured servant that might have appeared in a London newspaper of the seventeenth century.

**13. Travel Folder.** Write and illustrate a travel folder that one of the colonies might have sent back to England to encourage settlers.

**14. Special Reports.** Since the chapters on colonization have been largely on the English colonies, read in other books in your library about Spanish or French colonization which was taking place during this period. Prepare a floor talk on Spanish or French colonies. Show on a wall map where these colonies were located, who the leaders were, why they were founded, what their importance was to the mother country, and to whom they belong today.

**15. Floor Talk.** Compare French and English colonies in North America in the following ways: why founded, leaders, industries, and products. What about the colonial period would explain why the English won out in North America? Explain your answer to the class.

**16. Article.** Write an article on remains of French influence in North America today using Quebec in Canada and New Orleans, Louisiana as examples. Such items as language, people, architecture, customs, food, etc., should be considered. You might tell about the colorful Mardi Gras held at New Orleans.

**17. Collection of Poems.** Make a collection of poems about the colonial period. If you prefer, write original poems about colonial events and heroes.



**18. Model.** Construct a model of the *Mayflower*. You will find many pictures in your library to help you.

**19. Challenge.** Prepare a class report on the different types of people in the colonies such as those of Jamestown, Plymouth, New Amsterdam, Georgia, etc. Describe how they were alike and how they differed in regard to religion, nationality, occupations, industriousness, etc. What customs, ideals, architecture, government, etc. were contributed by each as permanent parts of American life?

**20. Famous Quotations.** Make a list of worth-while quotations of colonial leaders such as Roger Williams on page 73 and William Bradford on page 61. Keep a permanent page in your notebook and add others as you continue your study. You may use these quotations from time to time in an identification quiz program. Your teacher might care to give extra credit to the pupils who would memorize these.

**21. Permanent Pages.** In the activities for the colonies we suggested that you start other permanent pages for your notebooks in addition to famous quotations. You started a page on place names with Jamestown and Virginia. You could now add to that list New York, Pennsylvania, Georgia, Hudson River, and many more. You also had the suggestion of a page of titles beginning with William Bradford, the Father of American History. We suggest that you add to that list by writing some titles of your own even though such titles are not given in this book. You might think of a title such as Lord Baltimore, Champion of Religious Tolerance. Could you add titles for James Oglethorpe, Father Serra, or John Smith?

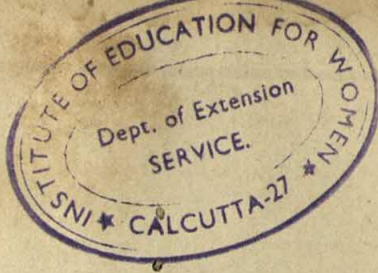
**22. Current Events.** Don't forget to refer occasionally to the ideas about current events that you read on page 430. Ask your teacher if you may have special credit for regular home discussion.

**23. Seeing the Past in the Present.** Study the architecture of the public buildings and houses in your community. Which ones are copies of the architecture used during the colonial period? What are some of the features that were copied from that period? Present your findings by means of an article illustrated by drawings or photographs.

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

religious freedom	American characteristic	religious intolerance
political liberty	Dutch oven	self-government
family loyalty	molding bullets	town meeting
selectmen	Sir Edmund Andros	stubborn resistance
tapestry	ideals of liberty	autocratic rule





## Unit Three

# *A New Nation of Liberty*

*Chapter 8. The Torch of Liberty Is Lighted*

*Chapter 9. Americans Fight for Freedom*

*Chapter 10. Creating the World's Greatest Document*

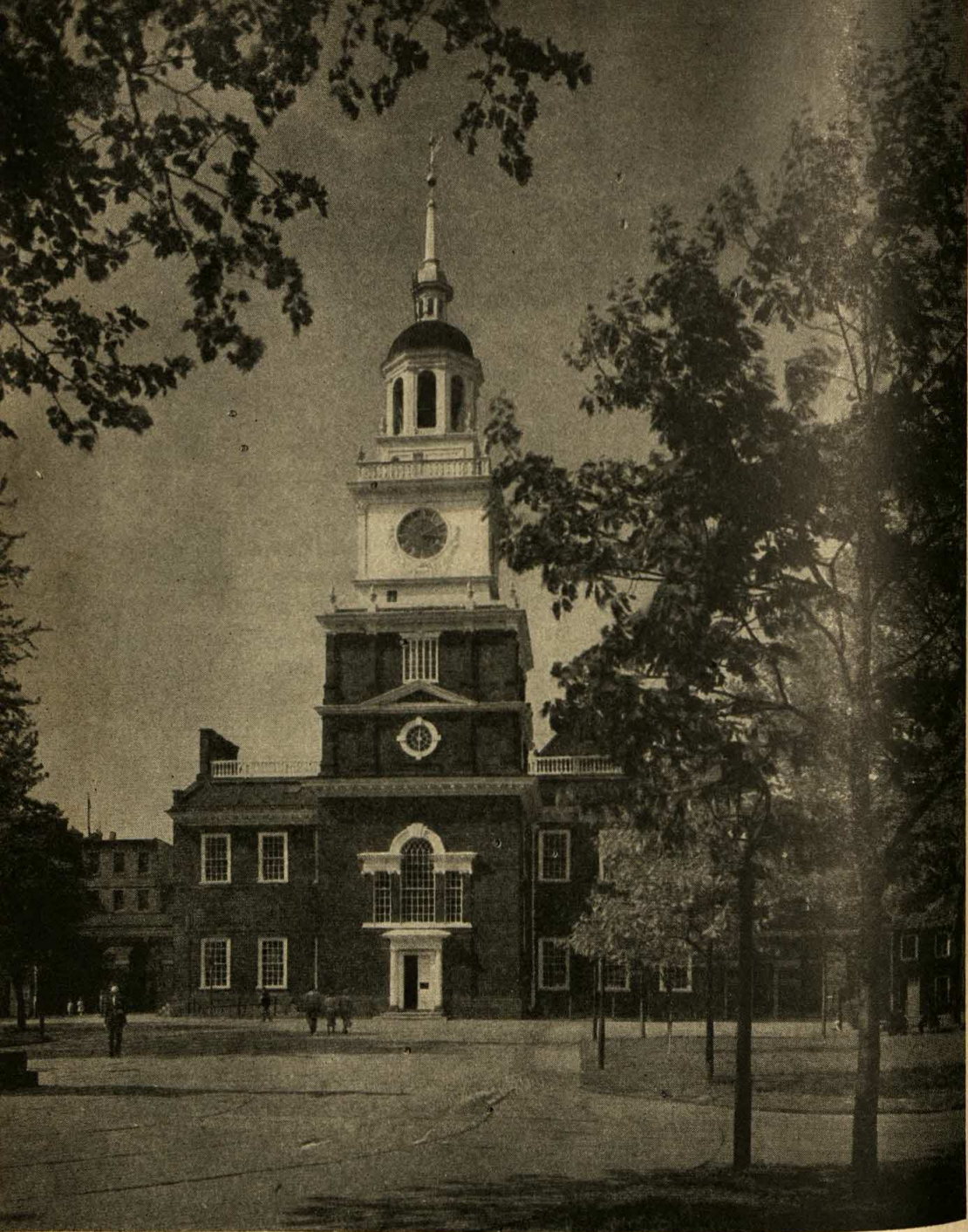
For over a century the people of the New World lived as loyal subjects of the kings and queens of Europe. Tiny settlements along the seacoast grew into thriving colonial towns. Hardy farmers moved farther and farther into the inland valleys. Townspeople and farmers alike worked hard, and most of them lived simple, happy lives in this new land that they had found.

As the years passed, these settlers of the New World became less and less content to be ruled by faraway monarchs. That was a very natural thing, for colonial people were becoming more and more independent. They no longer needed the troops of Europe to protect them; indeed, their own long rifles had protected the redcoats of Braddock. They no longer needed the boats of Europe to carry on trade, for these people were building their own sturdy ships with timbers from the New World forests.

Most important of all were the lessons these colonists had been learning from such representative assemblies as the Virginia House of Burgesses and the town meetings of New England—the lessons of self-government. Finally they banded together and fought against a despotic king who had made the mistake of trying to rule strong people as though they were naughty children.

The chapters of this unit tell the story of those heroes who fought and won our independence. You will also read of other people who labored to build a nation of liberty here in the Western World. Americans of today are proud of those men and women of our country's infancy. They did as much as any group of people since the world began in establishing *Freedom's Frontier*.





This is the beloved shrine of American history, Independence Hall, Philadelphia, where a new nation of liberty was founded. Our Declaration of Independence and our Constitution were adopted here. (Ewing Galloway)



## *The Torch of Liberty Is Lighted*

**A Loyal Colonist Visited His Mother Country.** The conditions seemed rather peaceful in the colonies of His Majesty King George III in the year 1763. There were few people who could imagine that in exactly twenty years a long war would have been fought between England and her western colonies. There were few, indeed, who could have foretold that a new nation would be born in the New World, conceived in ideals of liberty for all men. Certainly no such thought dwelt in the mind of wise, good-natured Benjamin Franklin. This gentleman, in that year of 1763, had just toured the northern colonies inspecting the postal system, and he was very happy. He had made plans to cut the round-trip time of the mail service from Boston to New York from two weeks to four days.

Benjamin Franklin was to be called a traitor before many years had passed, but in the year 1763 he was a loyal subject of the British Crown. For good Ben Franklin, like many another colonist, loved old England. Franklin had just returned to Philadelphia from an extended trip to his mother coun-

try. He had loved the countryside of England, the colorful inns, and the cultured people with whom he carried on delightful conversations.

Englishmen were fond of Benjamin Franklin. They were a bit surprised, to be sure, to find so keen a mind and so witty a tongue in one who came from the rough, faraway colonies. As soon as the surprise was over, Englishmen learned to love his brilliant conversation. Thus Franklin and England liked each other. To tell the truth, had it not been for his wife and family, left far behind in the New World, Franklin might have remained to spend his days in the land that was soon to brand him a traitorous rebel.

**Colonial Trade and Taxation.** The important year of 1763 was, as you know, the date that ended the French and Indian War. The French were expelled from most of the New World, and the British were given the western land as far as the Mississippi River. Few people were greatly interested at that time in this new land that was to become such states as Indiana and Illinois. However, many peo-



ple were greatly interested in who was going to pay the cost of the wars that won that territory.

One of the persons most concerned with this money problem was the new king, George III. This English king, of a German family, was destined to cause much trouble for the western colonies. The difficulty was not so much that George had fits of insanity, although no doubt that didn't help any, but he stubbornly refused to budge from his ideas that the colonists were inferior people who had to be ruled firmly and made to pay more taxes. The colonists weren't any too happy about paying more money for the help received from the English troops. These people remembered that the British redcoats made poor wilderness fighters, and most people thought the colonies already had paid enough for their services. However, the British Parliament and the colonial people didn't agree on the point.

The British lords were impatient, moreover, with the merchants of Boston, New York, and Philadelphia. Colonial people were supposed to do business only with English ships and English merchants. Everyone knew that these colonial tradesmen often smuggled West Indian molasses and sugar without paying duty. The colonists, too, were buying

from France and Holland which was prohibited. So the English lords and the king's ministers reasoned with some truth and much error in the following way:

"The colonial merchants are making much money. England has been to great expense to protect these weak colonies. The colonists smuggle trade from other countries without paying taxes. It is our right to tax these people. We will, therefore, find a new tax. And we will find ways to force the colonial people to pay."

The English Parliament made one of the most serious mistakes ever made by a governing body. Parliament in 1765 passed a law called the Stamp Act.

**A Loyal Rebel Returns to England.** The Stamp Act had a great effect throughout the colonies. One of the most important things that happened was that Benjamin Franklin boarded a ship and sailed back to England to try to stop this tax. He was going back to the land of which he had such fond memories of delightful scenes and pleasant companionships.

Franklin proved, during the years he was in London, the greatness that history has accorded him. Few men in our history were as interesting as this shrewd and amiable printer of Boston and Philadelphia. It might be well to read

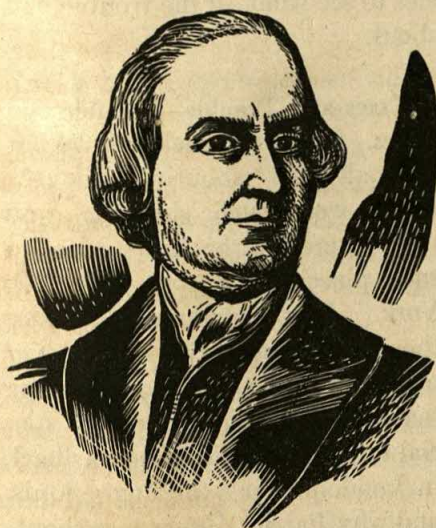




**BENJAMIN FRANKLIN**



**PATRICK HENRY**



**SAMUEL ADAMS**



**THOMAS PAINE**

**PATRIOTS OF THE REVOLUTION**



again and recall the stories that all of us have heard in lower grades about this wise and great man.

You remember the scene when as a youth Ben Franklin walked into Philadelphia with a loaf of bread under his arm and presented such a funny picture, that a certain pretty girl, Deborah, laughed aloud at the peculiar figure. She did not know that she was to marry him. There are the stories of his scientific mind, the kite string and electricity, the search for answers to a hundred questions such as the reason why white clothes are cool and black clothes are warm.

We all recall, too, the thrifty way this young printer made a success of "The Pennsylvania Gazette" even though he refused to include a gossip column. He wrote that he would refuse to print news "—of personal abuse which is of late years become so disgraceful to our country." From Colonial days to this time countless people have quoted the wise sayings that Franklin wrote in Poor Richard's Almanac:

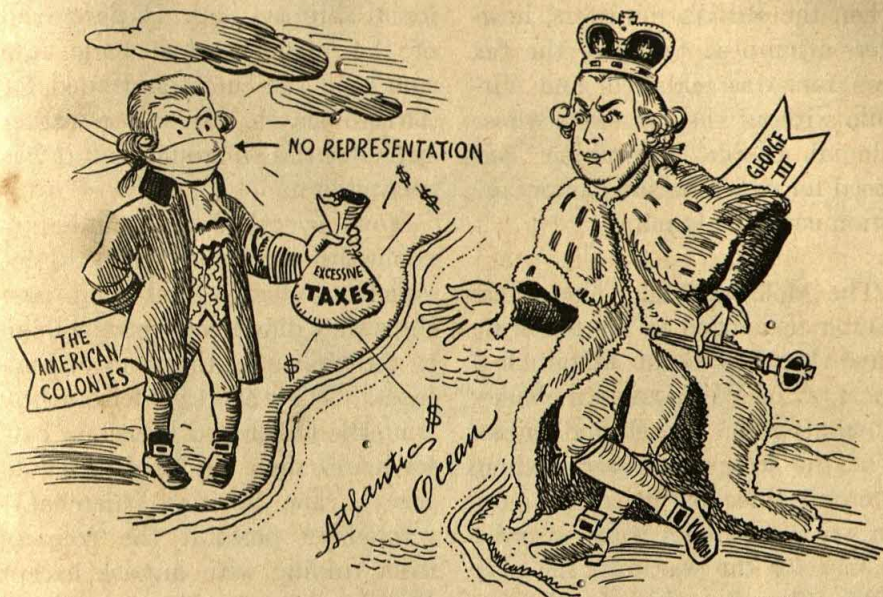
Well done is better than well said.  
God helps them who help themselves.  
When the well is dry, we know the  
worth of water.  
He that cannot obey cannot command.

Franklin was to need all his wisdom, experience, and patience now that he was to represent the colo-

nial cause in England. When he arrived in London, he discussed with many people the problems of the colonies and the reasons for objecting to the Stamp Act. Finally, he was summoned before Parliament where he underwent a cross-examination by the English law-makers. Franklin stated his answers and the colonial viewpoint so well that even the English people admired the calm wisdom of this colonial representative. In order to understand what Franklin was saying in England, it is necessary to see what was happening about this tax trouble back in the new Western World. Therefore, let us leave Franklin in London for the moment and return to the colonies to see what all the trouble was about.

**Taxes and Trouble—Trouble and Taxes.** One might well ask, "What was all the shouting about?" There was much shouting, and there were to be riots also in such places as Boston and New York. People before and since those unhappy days have never been very pleased about paying taxes. There were some very special reasons why Franklin was back in London facing the angry lords, and why Patrick Henry was shouting defiance in the Virginia House of Burgesses. There were some very special reasons why customs





**Taxation without Representation.** The main problem was that the colonists were taxed without having any voice in making tax laws.

officials were being kidnapped while goods were smuggled through colonial ports. There was a very special reason why royal governors' carriages were being overturned in the streets, the British soldiers stoned, and colonial crowds fired upon.

The reason for all the trouble has many times been expressed in three words: *Taxation without Representation*. Let us be sure that the meaning of that expression is clear. Such understanding is necessary in order to know our own history and the beginning of *Freedom's Frontier*.

There were two basic reasons for the colonial tax trouble; and the colonies and England could not agree upon either one. The first reason was that England wanted more money from the colonies than the colonists were willing to pay. The second reason was that the British Parliament and ministers wanted the sole right to determine how the money was to be raised. In other words, the people of the New World colonies were not to be consulted.

The first problem could have been solved. In fact, it finally worked out fairly satisfactorily.



When the British ministers, however, attempted to make the tax laws for Massachusetts and Virginia without the consent of those colonial people, a problem was raised for which no satisfactory solution could be found.

**The Molasses Tax.** The actual trouble developed in the following way: In 1733 Great Britain had put a tax on West Indian molasses. Now, after the French and Indian War the king's minister, George Grenville, decided to place more tax on the colonial trade in order to pay for the war. In the year 1764, a tax was also placed upon sugar. Grenville not only decided to tax sugar, as well as molasses, but what was more important, he decided that it was time really to enforce all taxes.

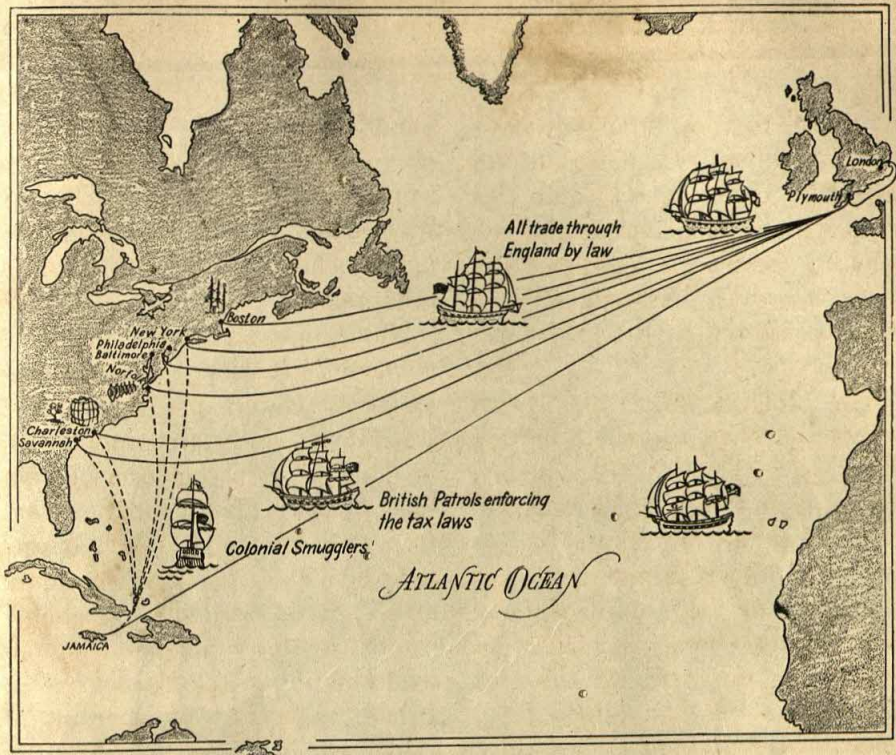
For years the merchants of Boston and other ports had evaded the molasses tax as best they could. To tell the truth, the English didn't seriously consider trying to collect the money until King George and his minister, George Grenville, decided to enforce vigorously these tax laws. The West Indian molasses and sugar trade was a profitable one, and the British merchants wanted as much of the profit as they could get. However, it was also profitable for the New England merchants. In fact, it was the best business these co-

lonial shippers had. A good deal of the molasses was made into rum, and the rum was traded for African slaves. It was a rather ugly business all around, but it was profitable.

Now, everybody was unhappy about the situation. When the colonial merchants used their own ships they didn't want profits to go to the Crown in the form of high taxes. They also wanted to buy from the Dutch and French at better prices than the English would give. The British merchants wanted to prohibit the colonies from trading with anyone except British shippers. As a result of the differences there was very little legal trade and much smuggling, so the British Crown received less tax than ever. The British merchants had less trade than ever. Everyone was getting angry about the whole situation.

**The Stamp Act.** The British ministers now thought a stamp tax would solve the problem. The idea was to sell stamps in the colonies and require colonial people to put these stamps on documents such as deeds, diplomas, court papers, and even newspapers. There isn't anything particularly wrong with a stamp tax. Americans today pay a stamp tax on such things as cigarettes and playing cards. But our modern tax is made by the





**England Ruled the Seas.** England denied colonial shippers the right to carry on lawful trade. Notice by the dotted lines that smugglers brought cargoes from the West Indies.

representatives your parents elect from your congressional districts. That makes a world of difference.

Back in London Franklin was telling Parliament some things these gentlemen should have been smart enough to have foreseen. As this patient man from the new Western World stood before His Majesty's lawmakers, his arguments went somewhat like this: "Colonies such as Pennsylvania have already paid much for the French and Indian War. These people are loyal Englishmen, but Parliament has passed a law taxing these people without giving

them a voice. That is denying them the right that is common to all Englishmen. You will get little money from this tax because colonial people believe that the principle of the thing is wrong." But Parliament thought otherwise. The stamp tax was passed in 1765, and men as wise as Franklin could see that trouble was ahead.

The Stamp Act harmed Great Britain but not the colonies. Franklin told the British they would get little money from the stamps. As usual, he was correct. People just didn't buy the stamps. Even the courts closed down so





**Burning the Stamps.** The colonial people were so angry with the stamp tax that riots occurred and the king's stamps were burned in public.

that stamps would not be needed. The lawyers were angry, the newspapers' editors were angry, everybody was angry. The greatest harm from the English point of view was that the new tax forced the colonial people to organize. Colonial men, who were indignant about being taxed without a voice in making the tax, met in groups to discuss the common problem. Such groups called themselves the Sons of Liberty.

The Virginia House of Burgesses and the Massachusetts House of Representatives met and adopted resolutions against the idea of being taxed by a faraway Parliament in which the colonists had no voice. Then representatives from some of the colonies met together in the Stamp Act Congress (1765) and in moderate language addressed a grievance to King George III stating the whole situation. By this time some of the king's ministers



wished they had followed the advice of Ben Franklin. The message of the Stamp Act Congress was mild, but the colonies were buzzing with defiance. The king's treasury received less and less money from taxes. British merchants continued to get less trade than ever. Ben Franklin had been right. The Stamp Act had raised little money and much trouble. The Act was quickly repealed by Parliament.

**A Storm Dies Down.** For a time, around the year 1770, conditions were rather quiet. In England, Franklin was greatly relieved because the tax had been withdrawn. He turned his attention to his scientific interests, to reading books, and conversing with his friends.

Franklin had many friends—even among the members of Parliament. There were a few English lawmakers who had stood firmly for the cause of the colonies. There was the Irish statesman, Edmund Burke, who made powerful speeches in the House of Commons demanding fair treatment for the colonial people. Burke thought England should control her colonies, but he knew as well as Franklin that Parliament had been foolish.

Franklin had other friends among the British lawmakers. The great statesman, William Pitt

(for whom our Pittsburgh is named), also believed that justice should not be denied these distant colonial people. He had plans to solve the problem, and he talked over these ideas with Benjamin Franklin. But such leaders as Burke and Pitt were voted down by a big majority of the men in Parliament who were much less interested in ideals of liberty than they were in gaining favor with their king, George III.

### *FIREBRANDS OF THE REVOLUTION*

**Firebrands Keep the Fire Going.** Franklin had stood with calm dignity when he was questioned in regard to the Stamp Act before Parliament. Many colonial leaders, however, were far from calm in that year of 1765. One of these firebrands took his seat in the Virginia House of Burgesses and before the debate on the Stamp Act was over, many members were shouting "Treason!" at the young representative from one of Virginia's poorer districts. This man was Patrick Henry.

\*Years later this orator was to make a speech immortal in our history, which ended with the ringing words, "Give me liberty or give me death." People weren't surprised at his stand for liberty, for Henry had been shouting something like



that ever since he came to public attention. Liberty and democratic government meant much to this young Irishman. He no doubt had in mind that about a hundred years earlier, on this same Virginia soil, a man named Nathaniel Bacon stood against the oppression of an earlier royal governor. Henry knew, as every American since then should know, that this Virginia House of Burgesses was the first democratic organization of representatives of people in the New World. Liberty and democracy meant much to Patrick Henry.

The young Virginia orator really stirred up the House of Burgesses over the Stamp Act. The House was largely controlled by plantation owners of the tide-water country of the coastal areas. Many of these men had been educated in England and their sympathies and interests were largely with the English Crown. These conservative leaders didn't like the tax, to be sure, but they wanted only a mild protest against it.

There was nothing mild, however, about Patrick Henry. He did not have much legal training, but he did know that Parliament should not pass acts against the rights of the common people. "And," according to Patrick Henry, "it is the right of Virginia to make her own tax laws." It was as simple as that. Parliament was

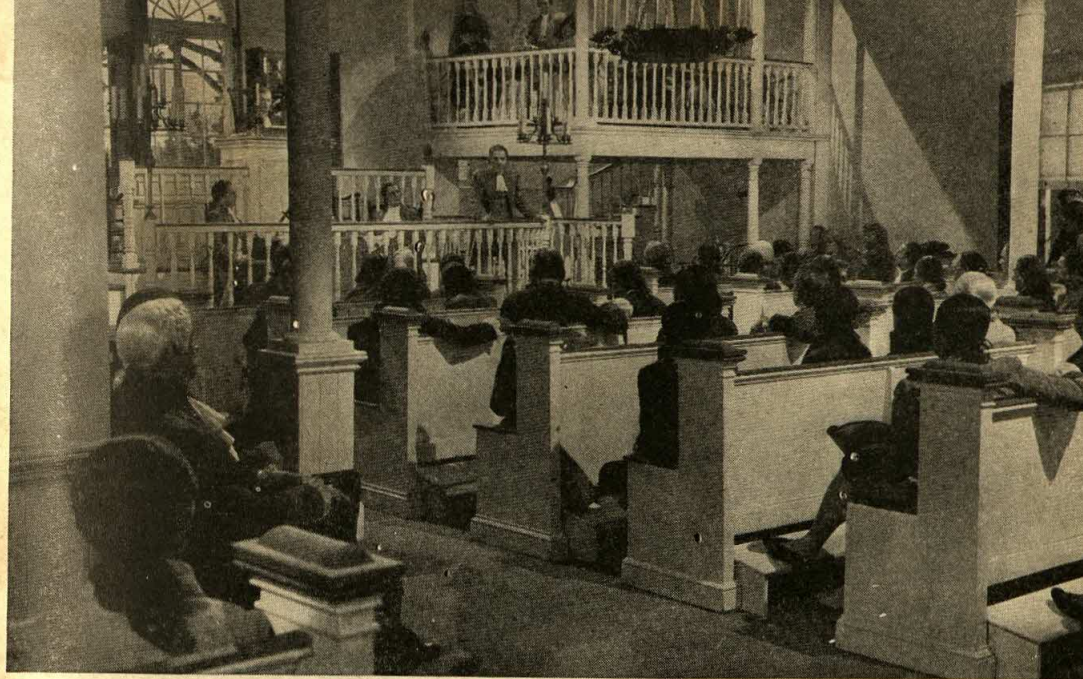
wrong. "And," shouted Henry, "anyone who denies Virginia's rights is an enemy of the colony!"

The Virginians were electrified with excitement over this direct challenge to the British Crown. No longer was Henry the stoop-shouldered, poorly clothed representative from the back country. He was erect and his eyes were blazing with the love of a good fight. When the conservative planters cried, "Treason! Treason!" Patrick Henry shouted back, "If this be treason, make the most of it!"

It was the spirit of Patrick Henry, and not that of the plantation owners, that directed the voice of Virginia in the next few years. Four years after the Stamp Act was repealed in England, this same House of Burgesses again proclaimed that it alone had a right to pass Virginia's tax laws. The assembly sent another message to King George III to remind him of the fact. The colonists did not want any favors. The meetings and protests emphasized the rights to which Englishmen were entitled anywhere—the right to be represented when their tax laws were being made.

By this time tempers were at white heat, and the royal governor of Virginia dissolved the House of Burgesses. England had not only denied Virginia the right to pass





**Patrick Henry.** This Virginia patriot fought for the cause of liberty in the House of Burgesses. (From "Give Me Liberty." Courtesy Warner Bros.)

her own tax laws, but the Crown had even closed the House of Burgesses. This merely meant that many members would meet secretly. Truly, the firebrand, Patrick Henry, had started a fire that regal orders could never put out.

**Samuel Adams—A Firebrand of Boston.** Patrick Henry's fiery challenge to the Stamp Act started the blaze of liberty. It was to flare up for a time and then die down, but the light of freedom was never to go out. We see it today as a symbol in the torch of Liberty held high over the entrance of New York harbor. That fire of freedom

kindled in those bygone years is burning today and will burn forever in the hearts of free and independent people all over the world.

It was not long before other towns and colonies followed Virginia's example. Soon even the peaceful people of Philadelphia were refusing to make uniforms for the king's soldiers. These redcoats of King George were sent to protect the colonial people, but they succeeded in doing much annoying and little protecting. In New York the colonial people actually refused to provide quarters for the British troops that were disembarked there. All along the coast



there was resentment against everything British: taxes, tax collectors, and British troops. The most serious trouble, however, developed in Boston.

One might have expected that the people of Massachusetts would make trouble if anyone tried to take away their rights. A good many of these people were descended from the Puritans. Those people, as you remember, left England because they didn't want to be told what to do in regard to religion. They were by nature an independent lot, and, as events were to prove, their sons and daughters were just as determined not to have their rights taken from them. For generations, even from early colonial times, these New Englanders had been accustomed to rise in town meetings and to speak their convictions. To use a modern phrase, these people were not easily "pushed around."

There was many and many a patriot in those days who helped to keep the flame of liberty alive until our country was free. No one in all the colonies did more at the start for the cause of independence than Samuel Adams of Boston. This son of New England argued, wrote letters, made speeches, formed committees, organized meetings, drew up resolutions, and in general defied injustice. When others were ready to forget the

whole thing, Samuel Adams kept working away. The royal governor finally said that the entire trouble between the colonies and the mother country might be settled if it were not for one or two Adamses.

Samuel Adams was just the man to see that the trouble was not forgotten. To begin with, he came from an excellent family. His cousin, John Adams, became another leader of the Revolution and our second president. Another Adams, John Quincy, became our sixth president. Other members of the family became outstanding statesmen. And Samuel, the agitator of the Revolution, not only had the brains to know that his cause was right, but he also had the perseverance to stay with the task even when others grew weary.

Samuel Adams was a good example of a man trained in New England town meetings. He was accustomed to discussing problems in group meetings. This experience not only sharpened his mind but also gave him the ability to organize and lead other people. Then Adams had one other thing that seemed to be necessary. He had plenty of time. He had little time for his own business—unless we might call his business working for the rights of Massachusetts. How well he did that you can see by his part in the following actions.



**The Fire Burns Low—But Adams Keeps It Burning.** Conditions were fairly peaceful between the colonies and England after the repeal of the stamp tax. Many colonial people had always taken the English side of the argument. Some wealthy landowners thought much more of the lords of Parliament than they did of such agitators as Henry of Virginia and Adams of Massachusetts. Though the tax had been removed, England still maintained her right to tax the colonies. Adams knew that so long as the idea of taxation without representation remained, colonial people would never have the rights of free Englishmen. He put the whole problem into a nutshell when he said, "It is not the pence (money) but the principle." Thus Adams fought on, even though others were satisfied when the stamp tax had been taken away.

The fears of Samuel Adams were well founded. The problem had not been solved. Soon the new British minister in charge of taxation thought of a new way to get money from the colonies. This man, Charles Townshend, in 1767 again brought out the old trade laws. A tax was placed on such items as paper, lead, glass, paint, and tea. In addition to the new taxes, a great number of customs officials were sent from England to collect the tax at the ports and see

that smuggling was stopped. Shortly thereafter more troops were sent to keep order should there be difficulty at the ports. Before long these very troops shot into a crowd of Boston people in what has been called the Boston Massacre.

Now again we find Samuel Adams taking charge of the trouble. By this time his business had failed. He was giving all of his energy to public problems. Boston town people kept his house in repair, built his barn, and even bought his clothes while Adams wrote, talked, and organized. He finally persuaded the Massachusetts Assembly to send a circular letter to the other colonies against the Townshend Acts. "Now this," thought the royal governor, "is just too much! This is organized opposition to His Majesty." He ordered the assembly dissolved.

For a time the trouble died down. Most of the tax laws were repealed. Even the British troops were removed from Boston. During these quiet years Adams worked just as hard for the cause of liberty as he had when everybody had been excited. He had by this time been convinced that colonial problems would never be solved unless the colonies could organize. He knew then, as everyone knew later, that if Virginia continued to act alone, and Penn-





**The Boston Tea Party.** The patriots of Boston defied the British authority. Disguised as Indians, these men dumped the English tea into the harbor. (Courtesy Massachusetts Industrial Com.)

sylvania alone, and Massachusetts alone—nothing would be accomplished. However, few people saw the problem as clearly as Adams. Therefore, that organizer knew he had much work to do.

People had to be won to the cause. Samuel had already persuaded his cousin, John Adams, that organized resistance was necessary. Next, a wealthy Boston shipper named John Hancock was persuaded that Samuel Adams had the right idea. Both of these additions to the cause of liberty were powerful men and were to be of much service to their country.

Many others were converted to the cause, also.

It was not enough to organize a group of Bostonians. The main problem was to get the other colonies to work together. Samuel Adams started writing letters to leaders in the other colonies. These letters kept urging united action. Then he organized committees to write letters. These groups were called Committees of Correspondence. These committees and their letters were powerful forces in finally bringing the various colonies into a single organized group.



## MORE TAXES—MORE TROUBLE

### Getting Ready for the Showdown.

Samuel Adams knew that sooner or later there would be a showdown on whether or not the colonies were to be taxed and ruled without having a voice in managing their own affairs. You have just read that while taxes were lowered, this Boston patriot had a hard time keeping people stirred up over the colonial rights. Adams did not have long to wait before the king's ministers gave him a grand argument to arouse the colonial people once more against the peril of their freedom. People since then, who have studied the problem, cannot understand why England did not leave the situation alone while things were going well. But King George and his ministers were stubborn men.

The final wind that whipped up the smoldering fires of liberty was started by the British East India Company. This powerful commercial company had millions of pounds of tea molding in London warehouses because colonial people refused to buy their product. The English had canceled other taxes, but kept the tax on tea. Colonial people, in order to avoid this tax, brewed a homemade tea of catnip, sage, and raspberry leaves, or illegally purchased Holland tea on which there was no tax.

A clever scheme was planned to force a big stock of this British tea upon the colonies. Money was given to the East India Company by the British government so these merchants could afford to sell their tea very cheaply. Even though a little tax was to be paid at colonial ports, the tea would be less expensive in the colonies than Holland tea. The East India Company sent boatloads of tea to the ports of Charleston, Philadelphia, New York, and Boston.

**The Boston Tea Party.** The scheme was a clever one—but not clever enough. Colonial people didn't want to buy tea even at a low price as long as it had been "taxed without representation." Up and down the coast the warning flew, "Don't allow anyone to sell this tea!" Charleston landed the tea but let it mold in a cellar. Philadelphia refused to allow the tea ship to dock. But at Boston the patriots really put on a tea party. And, of course, as you might well guess, the party was given by Samuel Adams.

We all have read in lower grades how the men of Boston, dressed as Mohawk Indians, boarded the British ships, ripped open the chests of tea, and presently a hundred thousand dollars' worth of tea was floating on Boston harbor. Here, finally, after nearly a half



century of arguing over the problem of colonial taxation, was an act of violence that led to a showdown.

The British Crown accepted the challenge. Severe laws were immediately passed punishing Boston. The first law closed the port of Boston to all commerce. That was bad, for it might mean starvation. The second law ordered Boston men not to get together in group meetings. That was worse than the threat of starvation. Boston might give up its commerce, but it was not going to give up its right to discuss problems. When you hear today the phrase "freedom of speech," you might give a thought to the patriots of Boston in the year 1773.

### **The Showdown Had Arrived.**

The punishment of Boston was indeed severe. Much business had to be stopped. Food and firewood that had been unloaded at the wharves now had to be hauled overland from near-by ports. Food and money were sent from other colonies. Sheep and cattle were driven into Boston from the interior. Even lovers of justice in Canada and England sent money contributions. The punishment of Boston accomplished one thing. The colonial people from the South to the North now knew that the showdown with the English Crown had arrived.

Virginia declared a day of fasting and prayer in support of the Boston people. Calm thinkers were aroused, as well as firebrands like Patrick Henry. A certain colonel of militia, whom you know well by name and story, joined in a group that drew up protests. A little later this same calm thinker forgot his usual calm and made a fiery speech in which he threatened to raise a thousand men at his own expense and march to the relief of Boston. George Washington was the man who was now stepping forward to take his place beside Henry and Adams.

Other men who had tried to settle problems peacefully were coming to the conclusion that Samuel Adams was right after all. In London wise Benjamin Franklin was again standing before the British ministers. The Philadelphia printer never did lose his calm manner. He stood patiently before the lords, as sarcasm and ridicule were heaped upon him for his stand on colonial rights. Franklin now realized that his efforts to solve problems peacefully had failed. He left shortly for America. He, too, was to take his stand with other patriots and to help create a new nation that was to be born in ideals of liberty.

King George III knew that the showdown had arrived. "The die is cast," said the King. "The colo-



nies must either triumph or submit." It was unfortunate for England that this stubborn king and his ministers did not know the colonial people better. It is unfortunate for England that they did not realize that government must be by good will and not by force. British leaders should have realized that freedom of speech could never be taken from these independent people who had settled the New World.

The Boston town meeting went right on in spite of royal orders. Only this time the leaders were meeting in near-by Salem. When the representatives of the Crown came to break up the meeting, the doors were found locked. The key was in the pocket of Samuel Adams, and that gentleman and other patriots were inside planning the one thing that was most necessary at the time of crisis. The thing that was essential beyond and above everything else was to get the colonies organized so that there could be united action.

**The First Continental Congress.** There are many different opinions as to which was the most important event that led to the independence of our country. Some people think that freedom in the New World was born the day Patrick Henry defied the power of the king's ministers to tax the people

of Virginia. Others argue that Adams' arrangement for Committees of Correspondence was the most important beginning step for colonial liberty. The First Continental Congress held in Philadelphia in September, 1774, was really the beginning of our nation.

This Philadelphia Congress was certainly the first meeting of all the important colonial leaders. You will study about some of these patriots in this history. Richard Henry Lee, Patrick Henry, and George Washington were there from Virginia. John Adams was there from Boston. Of course Samuel Adams was there. This meeting was largely his idea. The townsfolk of Boston had taken a collection so that this important representative would have a decent suit of clothes to wear.

There were other important leaders present about whom you may read in other books—John Dickinson, Philip Livingston, Samuel Chase, John Rutledge. There were lawyers, merchants, wealthy landowners, and men such as Adams and Henry whose only business seemed to be selling the idea of liberty.

The problem of the Congress was to unite the colonies. It wasn't an easy task, for the leaders had many different ideas. Twenty years before this historic meeting, Franklin had tried to get the colo-



nies together for Indian defense but his effort had failed. The Stamp Act Congress had brought a number of the colonies together, but many leaders were not present at that meeting. The arguments over differences continued in the Continental Congress. Finally Patrick Henry rose and said:

"The distinctions between Virginians, Pennsylvanians, New Yorkers, and New Englanders are no more. I am not a Virginian, but an American."

After weeks of debate the colonies finally came to some agreements and accomplished some results. The Continental Congress now addressed the king and English people declaring loyalty to England. These colonists had certainly tried their best to be good Englishmen, but they did insist that the laws enacted to punish Boston should not be obeyed. The meeting also agreed upon a general boycott of British goods. The representatives decided to meet again in the spring of 1775, but by that time the War for Independence had already begun.

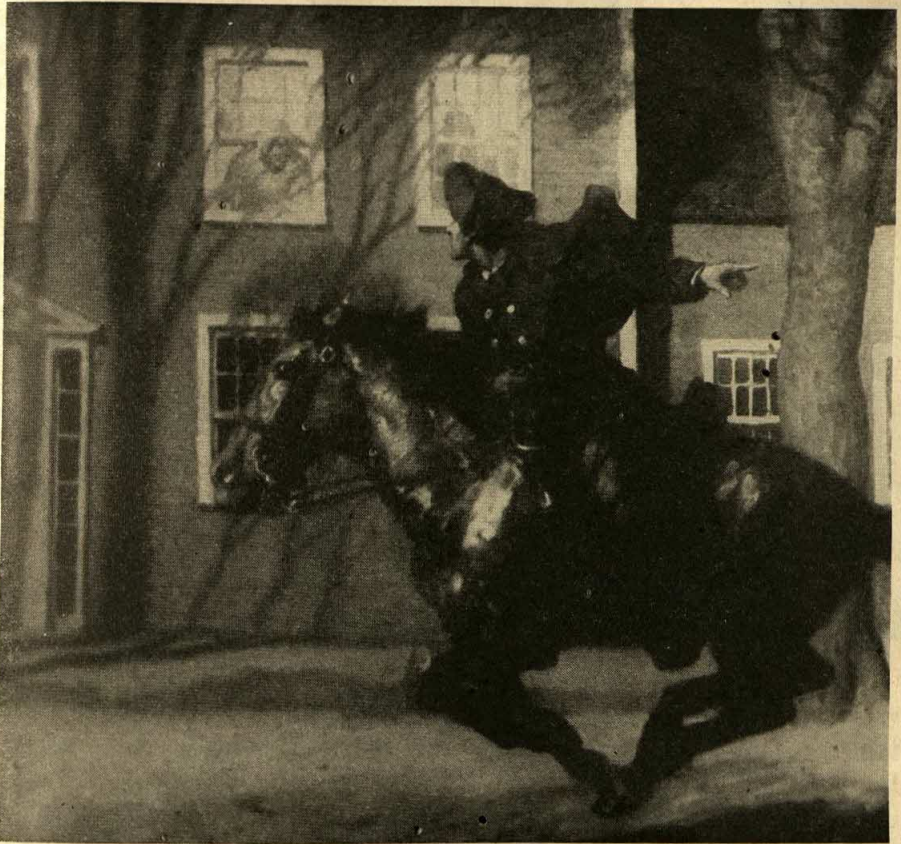
**The Shot Heard "Round the World."** Back in Massachusetts another important meeting had been held under the direction of a young doctor named Joseph Warren. This group declared openly that if the British General Gage

attempted to arrest anyone for political reasons, the colonial people would fight back. About the same time Gage received orders from England to arrest Samuel Adams and John Hancock and send these "traitors" back to London to stand trial for treason. Here, finally, was the cause for open battle.

Every American knows, or he should know, the story of that eventful night of April 18, 1775, and the action that took place on the following day. The deeds of the heroic minutemen and their gallant leaders have been told many times in history, story, and poem.

For some time the tradespeople of the towns and the farmers of the fields had been preparing for actual fighting. General Gage decided to act when he learned that war supplies were stored at Concord and that Adams and Hancock were hiding at near-by Lexington. The British planned a surprise march on the night of the eighteenth to destroy the supplies and to capture the patriots, but young Joseph Warren of Boston learned of the plans. We all know the action of that night: How Warren signaled from the church tower the route that the British troops would take, and how Paul Revere and William Dawes rode into the darkness and spread the alarm through the countryside.





**Paul Revere's Ride.** Paul Revere and William Dawes became famous after their night rides out of Boston warning the countryside of the march of the British troops. (Handy Studios)

At dawn a few minutemen were waiting at Lexington and Concord. Hundreds more joined the battle during the day. Ever since that historic morning the word minutemen has had a dramatic appeal for Americans. Countless times to this day, when groups of businessmen or of school pupils organize to do a community project, they call themselves minutemen.

The British troops found about fifty minutemen on the green at Lexington. What actually happened that misty morning is not clear in the pages of history. The British officer was reported to have lost his temper at finding that his arrival was not a surprise. He was said to have shouted at the "rebels" to lay down their arms and go home.





**Concord Bridge.** Here by this little Concord bridge the minutemen took their stand for liberty. (Courtesy Boston Chamber of Commerce)

Captain Parker, the leader of the Americans, was reported to have said, "Don't fire unless fired upon. But if they mean to have war, let it begin here." There was firing, and Americans were killed. The war had begun.

At Concord the British met a larger force of minutemen. Warren, Dawes, and Revere had done an excellent job of spoiling the surprise attack. Fighting now began in earnest as the Americans turned the British back at the old North Bridge over the Concord River. Some supplies were destroyed, but the British failed to capture either Hancock or Adams. Soon the reinforced minutemen

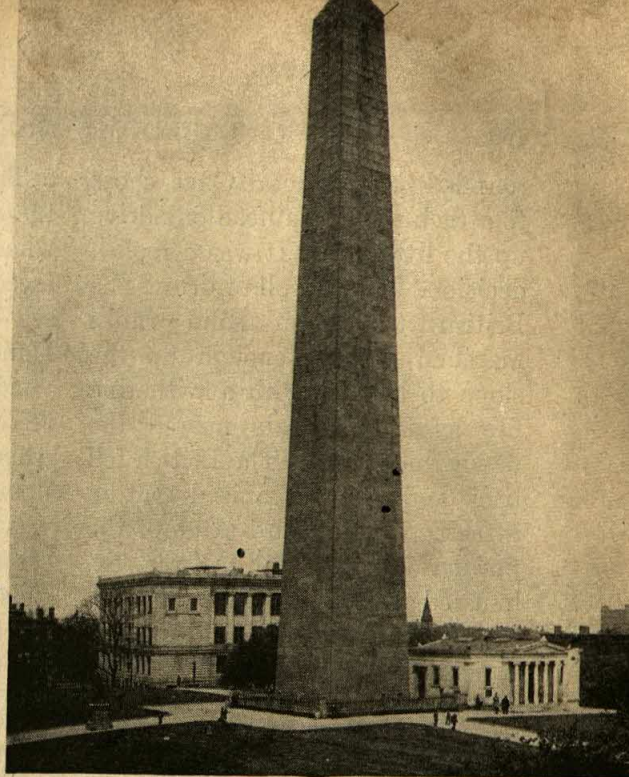
were firing from behind stone fences and hedgerows upon the tight columns of British redcoats.

The troops of General Gage finally reached the safety of Boston. In the following days Americans began to arrive from villages, farms, and towns of New England. It was estimated that as many as sixteen thousand of these militia were camped around the little city. The American militia was an unorganized army if there ever was one. Some groups even came without leaders. But the call for freedom had gone through the land, and these men were ready to give their lives for a cause they knew was just.



### **Bunker Hill Monument.**

This monument stands on the hill in Boston where Joseph Warren and other patriots gave their lives for liberty. (Ewing Galloway)



The British in Boston were also reinforced. More troops arrived from England, and with them came three officers who were to be important figures in the coming battles—Burgoyne, Clinton, and Howe. A peculiar situation now developed with a trained British army in the city surrounded by untrained bands of American militia outside. It wasn't a situation that pleased the pride of the British officers. For a time both sides waited.

In the meantime, another colonial leader, Ethan Allen, gathered more men for the militia and captured the British fort at Ticonderoga which was near Lake Cham-

plain. To the south the Continental Congress elected George Washington Commander in Chief of the army. The New England patriots did not learn of this until after the first important battle of the war.

### **Americans Defend Bunker Hill.**

About two months after the shots at Lexington, the British in Boston awoke one morning to find that the Americans had entrenched themselves on a hill across the Charles River. The battle that day has been called Bunker Hill although our forefathers were really on Breed's Hill. The Americans were on a narrow peninsula and easily could have been sur-



rounded, but General Gage chose to attack them in a headlong drive up the little hill. It was a foolish decision. To the roll of drums the British troops in solid ranks marched bravely enough up the slope to be met with a withering fire as the redcoats neared the newly dug trench. The British fell back and again organized for the attack. On the third attempt the powder of the militia was exhausted and the British climbed over the earthworks and drove the Americans away.

Many of our patriots fell that day; among them was the promising young leader, Joseph Warren. The British troops had been just as brave but their loss had been greater. When General Washington heard that his untrained, raw troops had stood until their ammunition was gone, he said with relief, "The country is safe."

**Historic Scenes Near Boston.** These battles around Boston were not extremely important so far as the outcome of the war was concerned. However, they are the places where our first heroes fell in brave sacrifice for the cause of liberty. Fortunate indeed is the American today who can travel to Boston and see across the Charles River the tall monument where Warren and his men fell on that historic bygone day.

Then the traveler should drive the short distance to Lexington where Parker and his men first faced the British. There one may see the house where Adams and Hancock had been hiding. Beyond, one would come to the small reconstructed bridge at Concord where a famous verse is engraved upon a statue of a minuteman. It was written by Ralph Waldo Emerson who was born in this same quiet village just a few years after the shot was fired of which he wrote:

By the rude bridge that arched the flood,  
Their flag to April's breeze unfurled,  
Here once the embattled farmer stood  
And fired the shot heard round the world.

*THOMAS JEFFERSON*  
• *WRITES A DECLARATION*

**The Pen Is Certainly as Mighty as the Sword.** While the fighting had been in progress around Boston, the American representatives had been in session at Philadelphia at the Second Continental Congress. No one can say that the men who attended these meetings did not do everything in their power to avoid open trouble with England. Again a letter was addressed to the king asking for justice, but this time that monarch even refused to read the communication. When the Americans learned that



George III had hired 20,000 German troops to fight the colonists, there was no longer any doubt that a bitter war had started.

The most important act of the Congress was the selection of George Washington to lead the American troops. We shall read much of that great leader in the next chapter. The Congress also made plans to raise money, and to select leaders to represent us in foreign countries such as France.

For some time there was little military action. General Gage had been dismissed by the British, and General Howe, another British general, was given command. That nobleman couldn't make up his mind what to do. He hesitated for some months, giving Washington a splendid opportunity to organize and drill the American troops. And so for a time the armies waited.

While the sword was idle, however, there were two Philadelphia pens busy giving valiant strokes for liberty's cause. Thousands of colonial people read a pamphlet written by the patriot Thomas Paine. This article called *Common Sense* was a fiery, burning plea for independence. "Providence," wrote Thomas Paine, "had designed the colonies to be an example to the world of a people free from the tyranny of kings." Even in those early days Thomas Paine

knew this country was destined to be *Freedom's Frontier*. Washington said that this article, more than anything, united the country behind the Continental army.

**Thomas Jefferson, Champion of Liberty.** A few months after Thomas Paine wrote *Common Sense*, another man was writing still another document for liberty. He was at work in a room on the second floor of a bricklayer's home on High Street, Philadelphia. It was June, so the story goes, and it was a very hot June. But the writer knew full well the seriousness of his job. Heat or no heat he set himself to the task as he worded and reworded his sentences so that each statement would be clear and give the facts and ideas in the strongest way. So he wrote, "When in the course of human events. . . ."

The document was our Declaration of Independence, and the writer was young Thomas Jefferson. No one else, not even Franklin or Adams, could have done so well the work of writing this statement of Liberty, for Jefferson was one of the most brilliant writers in our history. In his heart and mind were the strong convictions that every man had a right to live his life in liberty and happiness without some tyrant taking away that happiness or liberty or life.





**The Declaration of Independence.** The patriots sign the famous declaration that "these united colonies are, and of right ought to be, free and independent states." (From "The Declaration of Independence." *The Chronicles of America Photoplays*. Copyright. By permission of Yale University Press)

It was not by accident that Thomas Jefferson could write well or that he loved liberty. Such things grow up with a person and are rarely developed suddenly. Tom's mother was one of the aristocratic Randolphs of Virginia. The boy seemed to get much of the Randolph grace and culture, and very little of their aristocracy. The spirit of the father was democratic, and that seemed to be the greatest influence on young Tom. Or perhaps he received his love of freedom from the life he led in the wild, farm country of Virginia along the Blue Ridge Mountains.

A life of liberty certainly does not mean a life with no work. When our young Virginian was the age of present-day elementary grade pupils, he was studying Latin, Greek, French, and English grammar. No doubt that was where he received some of his ability to write sentences and paragraphs that were crystal clear and to the point.

There was time for outdoor life. Tom shot game in the forests. In excellent fashion he rode his horses through the Virginia pines drinking in the beauty of the dogwood in blossom. The boy picked out



his favorite hill in the near-by country and called it Monticello. One day he was to build his famous home on that knoll, but, as a lad, he just sat there and mused over the great dreams of boyhood. He could scarcely imagine, however, that his spirit of freedom would finally do so much to bring that same liberty to all people. He probably little thought that beyond the Virginia forests, and on over the Blue Ridge passes,\* lay a mighty wilderness that he was to help explore and bring into the United States of America.

**The Champion Trains for the Fight.** The future champion of liberty had to train for the fight. He studied languages as a boy. When Tom was fourteen, his father died. This loss gave the lad training in shouldering responsibilities. He studied at William and Mary College of Virginia. As a very young man he stood in the doorway of the Virginia House of Burgesses and listened to the fiery back-country burgess, Patrick Henry, defy the Stamp Act and the King of England. It was not long before Jefferson, too, was a member of the Virginia legislature, and, as you can well guess, he joined the group that opposed the big plantation owners of the lowlands. When in May of 1775, the delegates from the colonies

met in the Second Continental Congress, Jefferson was one of the Virginia representatives. He was a young man of only thirty-two years, but he was trained and ready for the fight.

Jefferson studied law during these training years, but he had little liking for the work of a lawyer. The young leader couldn't make speeches because of a husky voice, and\* besides he didn't like most speeches. He said of some of the lawyers that they "Question everything, yield nothing, and talk by the hour." Jefferson put all his time and energy into studying, thinking, and writing. It was well that he did so. It has been said that "Washington was the sword of the rebellion, Patrick Henry the voice, and Thomas Jefferson the pen."

The Continental Congress knew that this Virginian could think and write. Jefferson had already written a famous article on colonial rights. John Adams said of him that he was "prompt, frank, explicit (to the point), and decisive (clear cut) in committees and in conversation (not even Samuel Adams was more so)." That is why in that hot June of 1776 in a room on High Street, Philadelphia, Thomas Jefferson was writing the most important document in American history—our Declaration of Independence.



**The Rights to Life, Liberty, and the Pursuit of Happiness.** There were still many men in the Second Continental Congress who wanted to try again to work things out with the British even though battles had been fought in New England. However, most of the delegates thought it was time to come out in the open and declare for independence. North Carolina told its delegates to make a stand. Then Richard Henry Lee of Virginia introduced a resolution saying "that these United Colonies are, and of a right ought to be, free and independent states." A committee was appointed to write a complete statement. Benjamin Franklin and John Adams were on the committee, and they knew Jefferson was the right man to write the Declaration.

The ideas of the famous document were not particularly new. Jefferson had written many of these statements before. He even received many of the ideas from an English writer, John Locke. But Jefferson presented all these thoughts in direct, clear sentences. There was no question what was meant by each idea. A copy of that famous document is in the back of this book. You will find in the introduction Jefferson's idea of what a government should be. He thought a government should be an organization that would help

all people get liberty and happiness. When a government takes liberty and happiness from a people, a new government should be formed. It was as simple as that!

Perhaps the most important word of the document is "consent." Jefferson said that governments get their just powers from the consent of the governed. Think that sentence over carefully. Then read it again. When people do not give their consent to laws, the government becomes a tyranny. Our modern world knows that this means "dictatorship."

After stating his ideas of liberty and government, Jefferson listed twenty-seven wrongs committed against the colonies by King George III. The list was all there of things you have just read: taxation without representation, quartering of troops, too many tax collectors, too much of many things, too little of liberty. The charges were serious and direct. There was no backing out now. There was no doubt about what would happen if the writer and the signers were captured.

John Hancock signed his name in big letters, and he said, "King George won't need his spectacles to read that!" These signers knew the seriousness of their act, and that they must all stand together. The last words of the document were that these patriots were



pledging to each other their lives, their fortunes, and their sacred honor. One of the delegates remarked that from now on they would all have to hang together. Witty Benjamin Franklin couldn't resist commenting that "We must all hang together, or assuredly we will all hang separately."

**July 4, 1776.** On July 4, 1776, the Declaration of Independence of the United States of America was formally adopted by the delegates in Philadelphia. Jefferson had been the first one to use officially the expression, "The United States." We were no longer colonies, nor our people colonials. Our country was to be the United States. We were to be Americans.

Fortunate indeed is the young American who can travel to Philadelphia and stand in old Independence Hall where our Declaration of Independence was adopted. Here, too, is the famous Liberty Bell that rang out the news to the townspeople that we were indeed free Americans in a free United States. Independence Hall is one of the most sacred shrines of our history.

What of the Fourth of July? On that day most of us make as much noise as possible, and thousands of Americans seem to do their best to celebrate the day by getting burned. However, the day

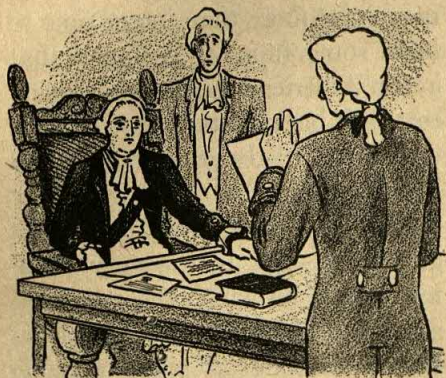
means far more than just a time to have some fun. It is hoped that every American has some occasion to think back to that first historic day now buried over a century and a half in history.

On such an occasion one might give a thought to the very document itself on which these patriots all wrote their "John Hancocks." For that immortal piece of paper had quite a history itself. Before the worn and faded document found its final home, it had been located in ten cities and five states. Twice it was nearly burned, and in two wars it was nearly captured by British soldiers. Today when Americans visit our nation's capital, this priceless document can be seen in a shrine of glass and marble in the Library of Congress.

Then, too, on all the "Fourth's" to come we may give some thought to the patriots who, on that day, pledged their lives. It would be particularly fitting if we remembered Thomas Jefferson. He left Philadelphia shortly after the signing of the Declaration, and returned to serve Virginia valiantly in the continued fight for liberty. We shall study more about this great man, but, like Thomas Jefferson, we must leave the lawmakers at Philadelphia. These men had sent George Washington north to lead our troops. A long and bitter war was starting.

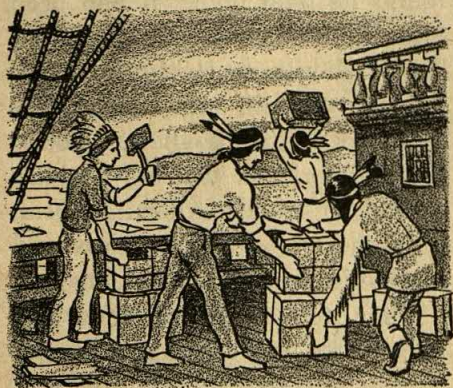


## EVENTS LEADING TO THE REVOLUTIONARY WAR



1733 Great Britain placed a tax on molasses.

1765 The stamp tax passed in London. Franklin advised calmly against it. Henry shouted "tyranny" against it.



1765 The Stamp Act Congress protested to the King.

1767 Sam Adams and others protested the Townshend Acts.

1773 Boston punished for the tea party.



1774 The First Continental Congress.

1776 On July 4 the Declaration of Independence was adopted.



## WORKING WITH HISTORY AND GEOGRAPHY

1. **A Declaration.** Make a page titled Declaration of Independence on which you will list all of the reasons for the colonists' rebelling against England. Arrange the items on your list in the order of their importance.

2. **Picture Map.** Draw a picture map of the colonies in 1775. Locate the cities that were considered large at that time. Show where each of the following activities was carried on: tobacco growing, growing of rice, fur trading, shipping, lumbering, fishing. See page 429 to get ideas about picture maps.

3. **Political Speech.** Write a speech which will include what you consider would have been the best arguments Burke might have used in attempting to persuade Parliament to get along with the American colonies. Read the speech to the class and see if others agree that you have chosen wisely.

4. **Correspondence.** Write a letter which might have been written by a member of Samuel Adams' Committee of Correspondence. Address this letter to a backwoods farmer. Inform him about what has been taking place regarding trouble with England. Date your letter and be sure that your facts are correct for the year in which you are writing.

5. **List of Events.** Make a list of events which led up to the Revolutionary War. Begin with the Molasses Act of 1733 and end with the Declaration of Independence, July, 1776.

6. **Challenge.** After you have consulted several books, magazine articles, and your daily newspaper, write an article to be read before the class in which you point out the differences in the relationship of the American colonies to Great Britain in 1775 and that of Canada to Great Britain at present.

7. **Editorials.** Write two editorials which might have appeared in a Boston newspaper in 1775. Make one express the views and feelings of a colonial patriot regarding the break with the mother country. In the other, express the views and feelings of an American loyalist. Try to make your editorials show good reasons why each felt as he did. Before you write, you might study several modern editorials in newspapers or magazines. Notice that the writer usually divides his editorial into three parts. In the first, he states his problem. In the second, he discusses the problem, and in the third, he draws his conclusions and offers suggestions for what he thinks should be done about it.



**8. Article.** Write an article which might have appeared in a Philadelphia newspaper on July 5, 1776, announcing the signing of the Declaration of Independence. Try to include direct quotations and some local color. You might read an article in your daily newspaper about some important current event to study the way newspaper reporters write up such things.

**9. Special Study.** There were a number of important people and events briefly mentioned in this chapter. You might like to find out more about some of the following in your library: British Parliament, redcoats, Boston Massacre, King George III, Edmund Burke, William Pitt, Robert Livingston, Samuel Chase, John Rutledge, Joseph Warren, William Dawes, Captain Parker.

**10. Where to Get Information.** You will discover as you work on activities in *Freedom's Frontier* that many times you will need more information than this text gives you. Of course your school or public library is the place to find the facts you want. We think it would be a good plan to spend some time right now studying the information that starts on page 445. After you have read the paragraphs on encyclopedias, *Reader's Guide*, etc. go to the library and see what information you can find on names and events of the colonies or the causes of the Revolutionary War. For example, for practice, use the names that appear in Exercise No. 9 on this page. It will repay you to give some time to learning how to find information in the library. That ability will help you very much in your future study.

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Benjamin Franklin	Committees of	taxation without
Patrick Henry	Correspondence	representation
Samuel Adams	First Continental	firebrands
John Adams	Congress	conservative
John Hancock	aristocratic	agitator
George Washington	Edmund Burke	minutemen
Richard Henry Lee	Joseph Warren	Declaration of
Paul Revere	Thomas Jefferson	Independence
Ethan Allen	William Pitt	treason
Thomas Paine		boycott



## *Americans Fight for Freedom*

**He Was Really First in the Hearts of His Countrymen.** We all know the expression that George Washington was "first in war, first in peace, and first in the hearts of his countrymen." It is difficult to say whether that great man served our country more in war or in peace. But, from the day he rode north from Philadelphia to take command of our troops, there has never been any doubt about the place he has held in the hearts of his countrymen.

Stories about the boyhood of Washington are familiar to every American. You have read many of these in the lower school grades. It will not be necessary to tell those tales again, although it might be a good plan to write down the facts you recall about the youth of our first President. Many of those early stories appear to be tales of imagination rather than facts of history. Perhaps we can forget the stories about chopping down cherry trees and throwing stones across the Rappahannock River.

There are some things about Washington's youth, however, that are important to review at this time. As our story opens here, the

great military leader is about to take over the unorganized Continental army. The difficulties that Washington faced were so great that military men today marvel that he had the ability and determination to hold his army together until final victory. It is important to see where that great leader got his ability and determination.

George Washington, unlike many other leaders of the Revolution, came from very well-to-do people who had been capable and successful for many generations. When Washington's father died, he left large estates in Virginia. George finally inherited the lands and home known as Mount Vernon, which is now a great and honored historic shrine. It was from here that the great leader rode forth to serve his country as warrior and statesman.

We are reviewing the life of this man to see how he developed his ability to do great things. You can certainly make a note that he was trained in managing a large estate. That business experience must have helped him when in later years he struggled to hold an army together with little food, clothing, or ammunition.



Washington owed much of his leadership ability to his mother. He said so many times. She was a plain, dignified woman with little vanity but much sincerity. She, too, was a good leader, for she directed well her family and estates when she was left a widow. It was said that her son George inherited his endurance and determination from this splendid colonial mother.

**He Needed a Strong Body as Well as a Keen Mind.** It would be well to recall the physical background of the man who was to lead his troops in punishing campaigns. We know that the boy who grew up along the Potomac was an excellent rider and was outstanding as a runner and wrestler. Probably the most important part of the young leader's education was surveying land and fighting Indians and French fur hunters.

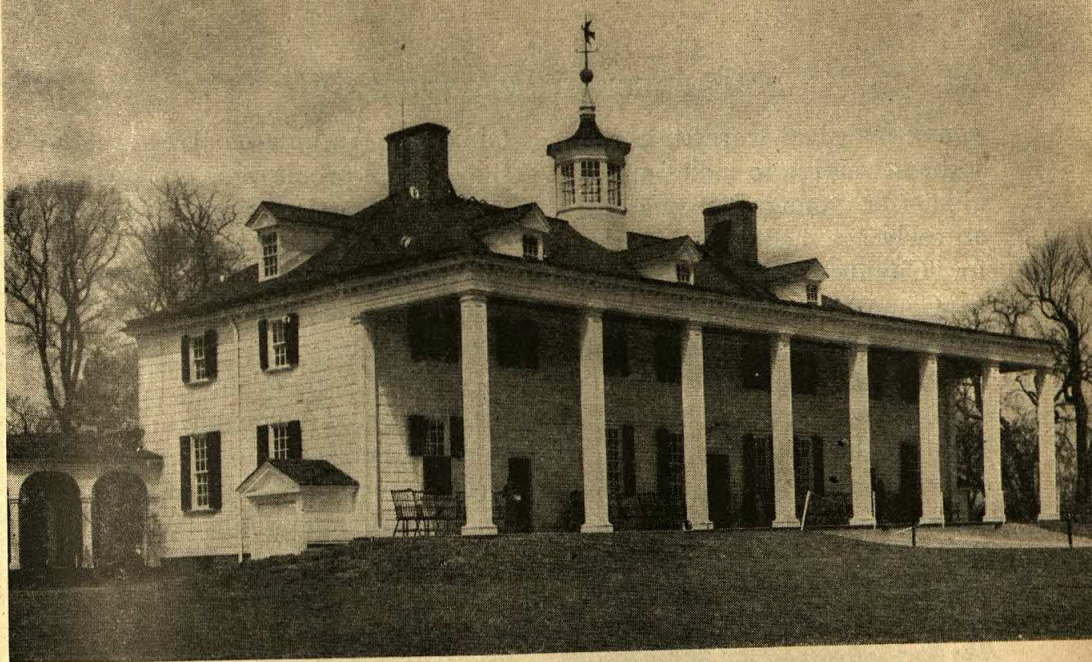
Surveying has always had a romantic appeal for many boys. It is doubtful, however, if many youths have been given the job of surveying a vast wilderness estate at the age of sixteen. Today, George would probably have just finished junior high school. But at sixteen he was far out into the Blue Ridge charting the hills, valleys, and forests for Lord Fairfax. These frontier expeditions demonstrated that luxurious surroundings and many servants certainly had not spoiled

the young Virginian. He was a powerfully built athletic youth, six feet two inches tall, who apparently thrived on the rough wilderness life.

Surveying at the ages of fourteen and sixteen is certainly an unusual accomplishment, but Washington's record when he was twenty-one was even more remarkable. If this young man were alive today, at that age he would, no doubt, be looking back to a good high school record in football, and would be working hard on the college team. Instead, we find Washington fighting a December snowstorm while carrying a message to the frontier wilderness of western Pennsylvania. The Virginia governor had heard that the French were building Fort Duquesne at the present site of Pittsburgh. Young Washington had been selected as the man to carry a message to the intruders to get out. He did the job well in the face of hardships.

The French, however, decided that they wanted the Ohio Valley as much as did the Virginians. The next year we find young Washington at the head of militia working his way westward on what was one of the very first organized attempts to extend our country beyond the Atlantic seaboard. Some people have called Washington our first important frontiersman for his work in the Ohio Valley.





**Mount Vernon.** The home and final resting place of Washington. It may be seen today much as the great leader left it. (Courtesy Virginia Conservation Commission)

The Virginians were not successful in their attempts to drive out the French fur traders. The next year, 1755, a long column of British redcoats under General Braddock marched westward to attack the French fort. This story, too, you doubtless have read before. The main point to remember is that the long files of marching troops were thrown into utter confusion when the French and Indians set upon the column deep in the wilderness. For the first time Washington had the test of a difficult battle situation. He passed the test well, for with courage and presence of mind, he helped to save a portion of the disorganized British army.

George Washington also demonstrated that a man could be a rough and tumble wilderness fighter and still retain all the qualities of a thorough gentleman. After the French and Indian War, the young Virginian went back to be a dignified owner of a large Potomac plantation. But he was not too dignified upon occasions. He was fond of excellent clothes and was just as excited over the prospects of a good party or picnic as any of us are today.

George was a rather shy young man with girls, and the backwardness of the stalwart young soldier was the despair of many an admiring daughter of Virginia. The



young man had learned, however, to be attractive to ladies and men alike, for young Washington, at an early age, had copied 110 rules for "Civility and Decent Behaviour in Company and Conversation." Here are some of the ways this young Virginian had planned to win friends and influence the young ladies of Virginia:

*Sleep not when others Speak. Sit not when others stand.*

*If You Cough, Sneeze, or Yawn, do it not Loud but Privately.*

*Keep Your Nails clean and Short, also Your Teeth clean.*

Washington later married a wealthy widow, Martha Custis. He was now one of the richest land-owners in all Virginia. For some twenty years he lived happily in this peaceful setting. All this experience from the wilderness of Pennsylvania, to his plantation on the Potomac, to the society of Williamsburg, was preparing him for the big tasks ahead. And as we look back, we know what he could have little guessed how great those tasks were to be.

**Washington Was Ready to Take His Place in History.** Washington, like many of the large plantation owners, was a member of the Virginia House of Burgesses. He heard Patrick Henry cry out against the injustices of George III and his

ministers. Washington agreed that the colonial people were not given their just rights, but he was slow to come to the decision that a revolution was necessary. He was certainly not the explosive type like Patrick Henry.

Perhaps we might describe Washington as belonging to that group of persons who make their decisions carefully, but who are finally doubly determined to carry things through once their minds are made up. Although Washington acted slowly, you remember he was thoroughly aroused and did not hesitate to act when the port of Boston was closed by the British. It is not surprising that when the Continental Congress met in Philadelphia to take action against England, Colonel Washington would be seated with the other delegates from Virginia.

In the past few pages you have been reviewing what we know about the early life of Washington to see where he developed his great ability as a general and as a statesman. There can be no better summary of how well this man had prepared for leadership than the statement Patrick Henry made comparing Washington to the other great leaders in the Continental Congress.

"If you speak of eloquence, Mr. Rutledge of South Carolina is by far the greatest orator; but if you



speaking of solid information and sound judgment, Colonel Washington is unquestionably the greatest man on the floor."

It was the responsibility of that fateful Second "Continental Congress to select a general to lead the disorganized troops that had already started war in the Boston area. John Hancock wanted the position, but his own townsman, John Adams, knew that the colonel from Virginia was the man for the difficult job. Washington not only had the reputation for "solid information and sound judgment," but his record in the French and Indian War was also excellent. The vote was unanimous for the Commander in Chief. There could be little doubt now that real war was ahead. Washington was not pleased with the prospect of bloodshed, but he wrote that war was better than having a continent of slaves.

Shortly after his selection Washington received command of three battalions of Pennsylvania troops. One of the subordinate officers saluted and said, "At your service, General Washington."

The Commander in Chief was the first of our country's generals. Those that followed fought bigger, mightier wars—Grant, Pershing, Eisenhower, MacArthur. None of them had a more difficult task to do than the determined plantation

owner of the Potomac. The new General rode north to lead his men in six long, heartbreaking years of bitter, discouraging war.

It is doubtful if Washington could have guessed how discouraging the events ahead were to prove. By his side, even as he rode away to battle, was another officer, Charles Lee, whose jealousy and poor generalship were to give the great commander many agonizing hours of worry.

### Washington Drills His Army.

Washington took command of the army that was camped around Boston and set up his headquarters at Cambridge. The leader had been pleased when he heard of the individual bravery of the men at Bunker Hill. He now saw that he had a great number of farmers and workmen with guns, but he had no organized army. These men could have fought the Indians in the forests where it was every man for himself. How could they stand up in head-on battle with the disciplined troops that the British had in Boston?

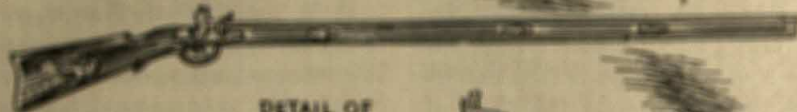
Washington thought the answers to his problem were drill and discipline, and he gave plenty of both to the army under his command. These strong-minded sons of liberty were not used to being drilled, ordered, and punished by officers. It is a great compliment



A KENTUCKY RIFLE



EARLY PENNSYLVANIA FLINTLOCK

DETAIL OF  
FLINTLOCK

1729 PENNSYLVANIA FLINTLOCK

**Guns of Revolutionary War Days.** The straight shooting "Kentuck" rifle did much to win our War for Independence.

to Washington's personality and ability that these individuals didn't revolt at the strict measures that were taken in this first year of the war. Fortunately, there were many months in which to drill and equip the troops. General Howe could never make up his mind when and where to act, so he sat in Boston while Washington organized an efficient army.

Washington also had time to begin to judge his officers. Some of these leaders were outstanding men and were to serve their new country with great valor. Daniel Morgan brought a company of Pennsylvania sharpshooters to join the forces. There were other impor-

tant leaders such as Israel Putnam and John Sullivan. Perhaps the most valuable assistant that Washington was to have was Nathaniel Greene. This Rhode Islander was much like Washington in size, intelligence, and military leadership.

Each man of the Continental army brought his own rifle and these guns proved to be one of the most important factors of the war. European troops were still using smoothbore muskets which had little range or accuracy. But the colonial gunsmiths had been improving rifles for a number of years. The backwoodsmen who fought Indians and hunted game had to have accurate guns.



The gun that many of Washington's sharpshooters used was called the Kentucky rifle. The barrel had spiral grooves that sent the round lead bullet whirling much farther and straighter than was possible with smoothbore muskets. Our men also had discovered how to load these guns with a small piece of greased cloth that held the powder in. By means of this cap the marksmen could load quickly. The grease also kept the barrel in good condition.

It was fortunate that the colonial people had a few gunsmiths before the war started. Some of these men might even be said to have owned a gun factory. William Henry of Lancaster, Pennsylvania, for example, employed fourteen gunsmiths. For the most part each man had his own shop and alone forged the barrels and fashioned the stocks of maple or cherry wood.

The British should have known about the superior shooting ability of our riflemen. It was such men as these with their "Rainstick" rifles that had saved a few of Braddock's troops in the forests of Pennsylvania. In the battles to come, sharpshooters such as the men with Morgan were to win battles even though the odds were against them. Some writers have thought that the men who made and shot these long-barreled,

straight-shooting, small-bore Kentucky rifles did more than any group of people to win freedom for our country.

One night in March, 1776, Washington decided to act. He placed cannon on a position near Boston that Howe, the British general, had failed to protect. By morning Howe saw that this move placed the British troops in great danger. Without so much as trying to fight back, the British leader set sail and departed from the city. Boston, the heroic city whose stubborn demands for liberty had done much to start this war, was finally free. The American side rejoiced over the ease of their first victory, but there was little cause for rejoicing. Before the year was out Washington's troops were to be dangerously near collapse and complete defeat.

#### *A YEAR OF DEFEATS AND HARDSHIPS*

**The Fight for New York.** Washington didn't remain long in Boston. He guessed rightly that the British would soon attempt to take New York. If you will look at a map of the states (or you should be able to see it in your mind), you will notice how New York State divides New England from the middle and southern states. If the British could take possession of New York and the Hudson River, the American forces would be cut



in two. General Howe took his troops to this important area and was then reinforced by his brother, Lord Richard Howe, who took command of the British fleet lying off New York.

Washington had little more than half the men that the Howes commanded, and the Continental army was poorly equipped. Our leader knew that he must fight as best he could for important New York City. Accordingly, he set his troops on Long Island where the real campaigning of the Revolutionary War began.

It will not be possible in this book to describe all of the battles of the war by which our country won its independence. It is hoped that time will permit you to read in other histories, encyclopedias, and storybooks of other engagements and the many heroic leaders who helped our country in those first dark days. It is important that every American at least knows the difficulties that Washington faced in that first winter of real campaigning.

The first planned engagement was on Long Island in August, 1776. This engagement went against the Americans. Howe landed 20,000 men, and against them Washington sent about 5,000 of his own troops. There could be only one result from such uneven odds. Washington retreated.

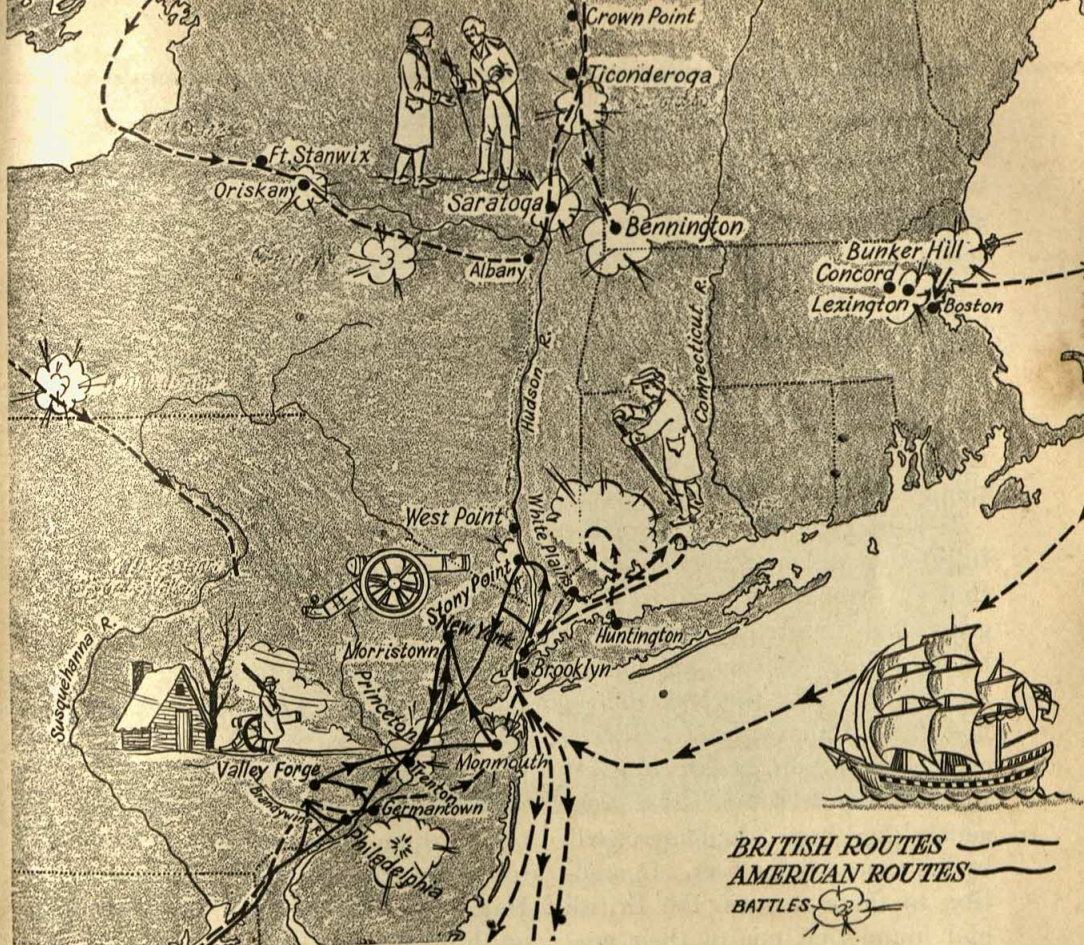
Military experts have always considered a good retreat under difficult conditions a better proof of generalship than winning a battle with superior forces. Two nights after the Long Island defeat, Washington skillfully moved his army by small boats across the river to Manhattan Island. The British followed. Now there began an uneven struggle with the heavy British pounding the lighter forces of Americans slowly north up the Hudson River.

Washington had started the tactics that he was to use in the many months to come: hold, strike, and retreat. In one of the first engagements at White Plains the Americans inflicted heavy losses on Howe's troops, but it soon became evident that there was only one course to follow—strike and then fall back.

#### **A Bitter Winter of Despair.**

Washington had some serious handicaps in addition to a small, poorly equipped army. The Continental army was now scattered around New York. In order to protect Philadelphia, Washington now decided that he had to get all his troops together in New Jersey. Accordingly, he attempted to get the men out of the American forts guarding the Hudson. By this time the Congress in Philadelphia had become alarmed and had or-





Northern Battlefields of the Revolution

dered the officers in those forts to hold at all costs lest the British be successful and turn on Philadelphia. Now we find, added to Washington's already great burden, a Congress that was countermanding his orders. Congress had made a great blunder. Fort Lee and Fort Mifflin on the Hudson were captured, and General Mifflin lost more valuable men from his already weakened and tiny force.

The Commander in Chief was to have another cruel shock. The only other Continental force of any size was on the east side of the Hudson River under the command of Charles Lee. Washington ordered Lee to join him so that together they could oppose Howe should the victorious British march toward Philadelphia. Lee refused repeated orders to join Washington. There is only one explanation for his disobedience. Charles Lee



was now second in command and he hoped that Washington would fail so badly that he, Lee, would be given first command. It was an act of great treachery, and almost more than the overburdened Washington could bear. There was only one thing for him to do. Taking his small remaining force, Washington struck out across New Jersey to find some degree of safety across the Delaware River.

It is impossible for us to realize fully the discouraging situation that Washington faced. Congress had upset his orders and brought him one serious defeat. Now in great fear, this body of men fled from Philadelphia. Citizens around New York began to desert the cause of freedom. The great general had been "double-crossed" by his own second officer. In addition to these worries, the British had found that one of their generals was an extremely capable officer. That man was Lord Cornwallis who was to give Washington no end of trouble.

Washington's greatest sorrow was the condition of his troops. These men were poorly clad and poorly fed. They were retreating across New Jersey in December. Those of you who have been in this vicinity during that month know how bitterly cold it can be. The weakhearted deserted in droves. Many quit when their enlistment

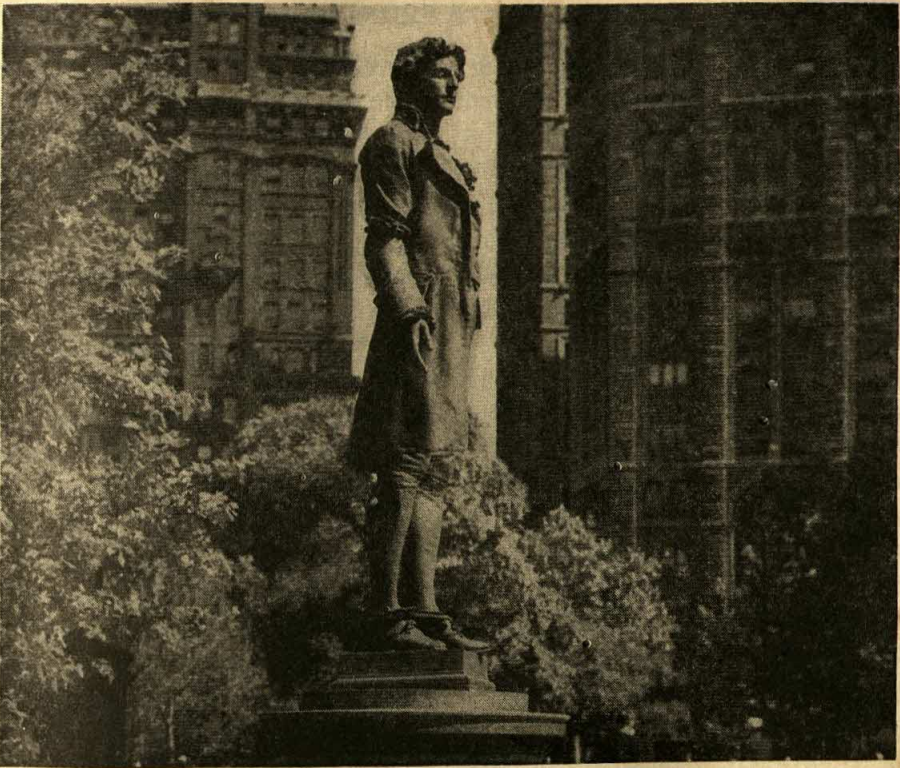
periods were up. When Washington finally crossed the Delaware River, he probably had not much more than three thousand effective troops under his command. The British who were in pursuit relaxed. The war was over—so Lord Howe thought. The "rebels" had been defeated and scattered.

### **The Blaze of Liberty Dies Down.**

The war was over, indeed, to all appearances, but Lord Howe, the Tories, and the weakhearted did not reckon with the stout hearts that beat in those few remaining troops. There were men here with the never-dying courage of Thomas Paine who kept writing fiery papers for the troops to read. There were still men left who remembered the devotion to the cause that had recently taken the life of Nathan Hale. That memory spurred them on through the bitter cold of days and the discouragement of nights.

Nathan Hale had been a young patriot who led the company of Connecticut Rangers. This graduate of Yale University had volunteered to go within the British lines at New York and obtain information about the British troops for General Washington. Hale was captured and hanged as a spy. Somehow, his last statement before death was heard, remembered, and passed on to others. That statement found its way onto the pages





**Nathan Hale.** This statue in New York City honors the young patriot who gave his life for *Freedom's Frontier*. (Ewing Galloway)

of history and into the hearts of all Americans. "My only regret is that I have but one life to give for my country."

The little band of men hung on to the feeble hope that this country would still be a land of liberty. There were a few stout spirits left. And though Washington's heart was sickened with discouragement, he drove himself and his men on to the impossible tasks ahead. Never forget, young Americans who read this book, those few men and their

trials during dark days. The blazing torch of liberty that Henry, Adams, and Jefferson had held high died down to a tiny flicker, but a few patriots and a great leader never let that flame quite go out.

**Washington Gives His Country a Christmas Present.** Washington was fairly safe across the Delaware River. He had all the boats in the vicinity, and the pursuing British were stopped on the opposite bank. Our first general also received a



few reinforcements from the north, but the spirits of the men were low. The spirits of the people throughout the thirteen states were even worse. Something had to be done. The daring deed that Washington planned and accomplished to meet the situation is one of the high-lights of our military history.

The Christmas present arrived one day late. On the night of December 25, Washington crossed the river with about 2500 men. Other American columns were to cross, but the ice-jammed river kept some of our forces from joining the fight. However, the troops that the great leader did get across were brave men. The timid had already deserted. Before morning the troops were savagely attacking a strong body of Hessians at Trenton. A few of the British troops escaped the surprise attack, but the greater part were killed or captured.

General Cornwallis, with a large part of his army, was in the interior of New Jersey convinced that the war was over. Indeed, he was planning to return at once to England. Now, smarting under the sudden defeat at Trenton, he brought up his main force and pinned the Continental troops back against the Delaware River. Cornwallis was an alert general and a thorough gentleman, but he must have been a sleepy Englishman that night. He went to bed

expecting to crush Washington's force the next morning, and that is where the young British general made one of his few mistakes.

In the dead of that cold, winter night, Washington muffled his wagon wheels, silenced his troops, left a few behind to keep the camp-fires burning, and slipped out of the trap right under the noses of the British guard. It was an amazing feat of secret maneuvering. Small wonder that Lord Cornwallis said later that one of the great feats of military history was the manner in which Washington handled his small army in the New Jersey campaign.

By morning Washington was striking at another detachment of British at Princeton. Again the English were badly defeated. Now Washington marched into winter quarters at Morristown where the British could not attack him. Back in Philadelphia another type of hero, Robert Morris, had worked hard to raise some money to pay the troops. The men were cheered by victory in their hearts and a little money in their pockets. The entire country was again encouraged by the two brilliant victories that ended the fighting for that year. The cause of liberty had come desperately close to dying. Now there was hope again even though Washington knew that final victory was still far away.



## A BIG VICTORY; THEN A BITTER WINTER

**The Battle of Saratoga.** The winter ended and somehow Washington had been able to hold his little army together. It had not been easy. There had been more desertions, and many of the soldiers had smallpox. Spring came, and with it came more troops to enlist. Washington was ready to fight, but the important battles of 1777 were directed by other officers.

The British were still determined to cut the country in two by conquering New York State. Look again at the map on page 177 so that you can keep the geography of the British plans in mind. An English general by the name of Burgoyne gathered a large force at Quebec. He sent part of his troops by the way of Lake Ontario to come down the Mohawk Valley. Burgoyne started directly south toward the Hudson River. These two forces were to be joined in middle New York State by Howe who was to bring more British troops up from New York City.

Many engagements were fought before the British were utterly destroyed. Burgoyne had hoped that the inhabitants of the country would aid him, but the farmers and hunters of the northwoods heard rumors that the British were using Indians who were scalping

Americans. Patriots in large numbers took their guns and joined the American forces.

The British in the Mohawk Valley were routed at Oriskany by the forces of a leader named Herkimer. John Stark, another hero, crushed a force of German Dragoons (cavalry) at Bennington. Daniel Morgan and his sharpshooters came north to join the growing American army directed by Philip Schuyler and Benedict Arnold. Presently Burgoyne realized that he was deep in a wilderness and surrounded by savage fighters. Finally, after a series of battles, the British general surrendered his complete force at a place called Saratoga. The battle of Saratoga has been called one of the important engagements of military history. The British plans were completely ruined.

• All of the American leaders deserve credit for their part in this campaign: Philip Schuyler, Benedict Arnold, Nicholas Herkimer, John Stark, Daniel Morgan. The man who got credit for the victory, however, was General Horatio Gates, whom the Continental Congress sent north after the campaign was well started. Gates did little of the fighting, but he was anxious for the credit. He was as poor a general as Charles Lee. Gates and Lee probably gave Washington as much trouble as if they had been British officers.



**Washington Loses Philadelphia.**

General Howe never tried to go to the rescue of Burgoyne. In fact, General Howe in New York City didn't know, until it was too late, that the British troops in the north needed to be rescued. Instead of going up the Hudson, Howe's large army set sail. When they were next observed by Washington's scouts, the redcoats were landing preparatory to a march on Philadelphia. Washington was not able to meet the British on anything like even terms. He had weakened his own forces by sending troops north to aid Gates in the resistance of Burgoyne. But Washington placed himself before Philadelphia to resist as much as he could.

The armies met in September at Brandywine, which is not far from Philadelphia. Washington had some of his best generals: Nathaniel Greene, John Sullivan, and Anthony Wayne, but the Continentals were overpowered by the number of Howe's troops. The British entered Philadelphia in triumph. Congress had long since fled, some of its members muttering against Washington and at the same time praising Gates for his undeserved credit for Saratoga. Again Washington gave the British battle near Philadelphia at Germantown. The Americans fought well but were too weak to force the British from Philadelphia.

The British settled down for a winter of gay parties in the warmth of Philadelphia's sturdy homes. Meanwhile, Washington and his men near by were making a dismal, rude campground into one of the most important shrines in the history of liberty. Americans should know this historic spot well. It is Valley Forge.

**The Winter at Valley Forge.** We can justly say that Washington and his men won the battle of Valley Forge. There was no fighting that winter, but even to live through it and hold the army together was to gain a great victory. Nevertheless, it didn't help our patriot forefathers any to know that twenty miles away the British officers were having a gay winter season in the captured capital. One of the Tory women of Philadelphia wrote that there were concerts and dances every night, and that the British officers were very gallant at the receptions. Moreover, the British troops had food and warm shelters which were even more important to an army than having dances for the officers.

There were neither dances nor good food nor warmth at Valley Forge. Washington wrote that his men were starving and naked. Rude huts had been made from the forest trees. There were too few blankets for the eight thousand





**Let George Do It.** Washington received very little help at times in the struggle for independence and freedom.

men. At one time it was reported that nearly three thousand patriots were unfit for duty because of lack of clothes and shoes. Frozen feet were amputated, and, of course, the rude hospitals were wretched affairs. At Christmas time Washington thought he might have to scatter the remnants of the army to keep from wholesale starvation. There was no Christmas present that year for the cause of liberty.

To add to the worries of Washington, it was now learned that many leaders in Congress and elsewhere were plotting to remove Washington and place Horatio Gates in his place. The "arm-chair" generals reasoned that Gates won at Saratoga and that Washington had lost two battles and Philadelphia. Such a move would have been a stupid blunder, and the real fighting men and officers



knew it. Gates received the glory of Saratoga, but the army men knew that he did not deserve the credit and that he was a poor general. The fighting men of the army also knew that Washington had done as much as could be expected in trying to defend the city of Philadelphia.

Those were discouraging winter days indeed. Make no mistake about it—only the strong and determined character of Washington pulled that army through the second bitter winter. Of course the Commander in Chief had help. The bravery of the men who suffered without giving up was enough to inspire anyone.

Nathaniel Greene was there, and by now Washington knew that this general was his best officer. A Prussian soldier, by the name of Baron von Steuben, worked ceaselessly all winter drilling the men who were able to work. A young French nobleman, by the name of Marquis de Lafayette, had joined the Americans and had given his money for the cause of liberty. There was many a civilian patriot, such as Robert Morris, still working with all his might to raise money and supplies. Let us not forget also that Martha Washington left the comfort of a Virginia plantation to come to cheer her husband and to help nurse his suffering men.

## VICTORIES IN THE NORTH AND WEST

**The Spring of 1778 Brought Prospects of Brighter Days.** The long, cruel winter of Valley Forge finally ended, and with it came the best news that the Americans had received since the battle of Saratoga. This new victory was won by a kindhearted, peaceful fighter who was none other than our old friend, Benjamin Franklin. We can truthfully say that he was our "old" friend. By this time our first great ambassador of good will was over seventy years of age. But he was not too old to flatter the ladies of the Court of France and become their favorite. Franklin was also not too feeble to persuade the French leaders that America was to become a great country. Furthermore, this wise old gentleman convinced the French that the wise thing to do was for them to declare war on England and help us in our struggle for independence. We can well imagine the consternation of the haughty lords of London when they heard that shrewd Ben Franklin was in Paris. These same ministers had heaped ridicule and scorn upon the Philadelphia printer when he was in London pleading for the colonies. Some of the British lawmakers realized now that they should have listened to him as Burke and Pitt had done.



No wonder that spirits rose at Valley Forge when Lafayette received the news that Franklin had been successful and that France was to send troops and a fleet to America. There was a day of rejoicing—for those who were well enough to rejoice. We now had a powerful ally. There were to be no more winters such as Valley Forge. Brighter days were ahead.

### **The Last Battles of the North.**

The news that the French had joined the fight for liberty reached the British in Philadelphia as well as the Americans at Valley Forge. General Howe had gone back to England, and Clinton was now in command of the redcoats. Clinton knew that the French would soon send ships and troops to help the Americans. Therefore he decided that the British should not be scattered with their forces divided between Philadelphia and New York. Accordingly, he packed up and left the city of the Quakers on the Delaware. "Packing up" must have been a task, for we read that the baggage train of wagons that left Philadelphia was twelve miles long.

The long British column didn't get very far into New Jersey before it was set upon by the Americans from Valley Forge. Charles Lee directed the first attack. Lee was a poor general and perhaps not a

very brave one. His troops fell back in panic and a disgraceful defeat was prevented by the arrival of George Washington.

Charles Lee was later dismissed for his conduct that day. Fortunately, Washington had other dependable officers with him at this engagement that has been called the battle of Monmouth. Anthony Wayne and Nathaniel Greene were there. The Frenchman, Lafayette, and the Prussian, von Steuben, fought gallantly. And another young officer did notable work. He was later to serve his country as a statesman. His name was Alexander Hamilton.

The battle of Monmouth was a cruel one. The men suffered from the terrific heat as much as they had from the bitter cold of Valley Forge. The Americans fought well, however, and the British retreated the following night, having suffered heavily.

The following summer of 1779 brought two important engagements. Anthony Wayne stormed a strong point on the Hudson River called Stony Point. It was a most difficult position to attack, but Wayne's troops charged at midnight into the heavily fortified position. The Americans had orders not to fire a shot. The charge was to be a bayonet attack, and it proved to be a short but fierce engagement. Because of his bold



and fearless conduct in battle this leader was nicknamed "Mad" Anthony Wayne.

A month later a fine Virginia soldier named Henry Lee was making a similar charge against a British position on the New Jersey coast at Paulus Hook. Henry Lee is not to be confused with Charles Lee. The Lee now referred to was familiarly known as "Light Horse Harry" Lee. The son of this officer was Robert E. Lee, who later became one of the greatest generals of all time.

"Light Horse Harry" had led many a notable foray from Valley Forge. He was a dashing young man who made a striking appearance with a green and white uniform and a tall feather in his cap. On the Jersey coast, at Paulus Hook, he led another bayonet attack that was as successful as the charge of Anthony Wayne at Stony Point.

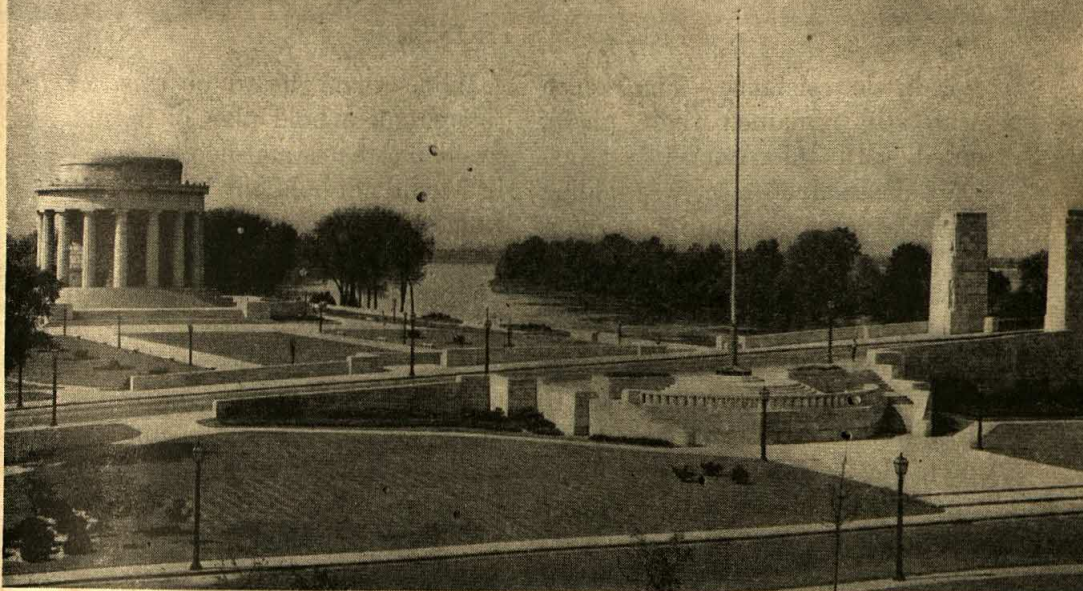
**Benedict Arnold Turns Traitor.** The spectacular successes of Wayne and Lee were followed by an event that was a severe blow to Washington and all Americans. Benedict Arnold had been one of the most able of our generals. His work at Saratoga was outstanding. But the promotion by Congress of such inferior men as Charles Lee and Horatio Gates to top positions hurt Arnold keenly. His failure to

secure a higher position preyed upon his mind until he finally turned traitor. Arnold's plan was to turn over his important position on the Hudson at West Point to the British without a fight. Fortunately the plot was discovered, and Benedict Arnold escaped to the British lines. It was indeed sad that so gallant an officer should become known as Benedict Arnold, the traitor.

**Clark Wages War in the West.** While the first battles of the war were being fought, frontiersmen had been settling beyond the mountains in the valleys of Kentucky. You have no doubt read of Boone and these early pioneers. If you will study the map on page 310, you will notice the location of the Kentucky settlements. You will also see farther west the old French trading posts and forts of Vincennes and Kaskaskia. These forts belonged to the British.

When the war broke out between the colonies and Great Britain, the colonial settlers in Kentucky were faced with a serious danger. North and west of them were many English forts, and the British were encouraging the Indians to rise against the Kentucky settlements. There were few white people at this time in all the frontier, either Americans or British. It was clear that whoever





**George Rogers Clark Memorial.** This monument at Vincennes honors the wilderness fighter who courageously captured the western forts of the British. (Courtesy Vincennes Chamber of Commerce)

controlled the Indians would win the war in the West.

George Rogers Clark was an early Kentucky settler. He had hunted in the canebrakes and had fought Indians in the forests. He was at this period twenty-three years of age. When the Kentucky settlements were threatened by the British and Indians, young Clark went to Governor Patrick Henry of Virginia and persuaded him to give permission for an attack on the British strongholds.

Clark's idea was a daring one and the execution of the plan was one of the most dramatic events in our history. He took command of a volunteer force of less than

two hundred woodsmen, loaded them on flatboats, and started down the Ohio River. Supplies had been received at Pittsburgh, the old French fort of Duquesne. Along with the Clark expedition were other flatboats carrying settlers who started the settlement of Louisville, Kentucky.

Even in the midst of frontier wars the stream of settlers was flowing west. On beyond the settlers marched the small force of George Rogers Clark. This young leader knew the wilderness and he knew wilderness fighting. He brought his men, Indian fashion, so quietly on the fort of Kaskaskia that this stronghold was taken



with little resistance. The French who still remained there gladly sided with the Americans when they learned France was aiding America in the Revolutionary War.

Young Clark was now in control of one locality, Kaskaskia. But that place was surrounded by a vast country full of Indians who were still undecided whether to throw their support to the British or to the Americans. These Indians gathered around and held many powwows as they watched Clark. Here was a small white force led by a young man who had little to back him up but iron nerve and a lot of bluff. At one time the Indians tried to seize the youthful leader, but Clark had the agitators put into irons. In the end Clark won out, and the Indians promised to be friendly to the Americans and their brave young leader.

Another great danger now confronted the little expedition in this wilderness. To the north at the large fort of Detroit, the British commander heard of the daring raid into the trading country controlled by the British forts. He thereupon sent a force to hold the fort at Vincennes, and if necessary, to attack Clark at Kaskaskia. Things remained in this condition until the winter rains convinced the British commander that Vincennes was safe. He then sent some troops back to Detroit.

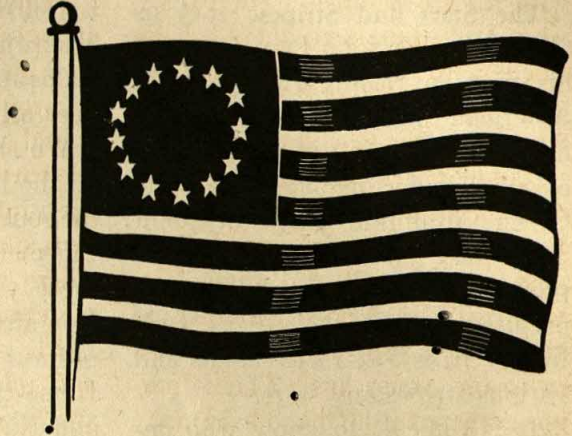
When Clark heard of this, he thought of a bold plan of action. Swollen streams and flooded country would not hold him back. They would aid him by making the British careless. Clark decided to do the impossible and march his men through those flooded valleys. There were sixteen weary days of marching through mud and water, much of the time with muskets and powder held high above the swirling waters. But the men were determined. The fort was surprised and taken in this heroic dash through the flooded Wabash Valley. The surrender came in February, 1779. George Rogers Clark deserves a very special place in our memory. His remarkable expedition gave assurance that after the war this land north of the Ohio River would be American and not British.

### *INDEPENDENCE IS WON*

**John Paul Jones Fights at Sea.**  
John Paul Jones was by far the most important leader in our war at sea with the British. This young American, who was born in Scotland, was like Francis Drake in many respects. Both sailed the seas as young boys, both sailed fighting ships while still young, and both had ferocious courage when the hot fighting brought their ships close to the broadsides of the enemy. Drake had given



**Our First Official Flag.** This flag was first officially adopted June 14, 1777, and raised by John Paul Jones July 2, 1777.



the British navy a wonderful start. No American force had seriously challenged the power of British fighting boats—not until John Paul Jones sailed forth with a rickety ship under his feet and much courage in his heart.

When the war against England commenced, John Paul Jones was quick to volunteer his services. Soon he was raiding British shipping and even entering British West Indian ports. Again, like Drake of old, Jones felt this was a tame life. He decided to outfit a man-of-war and raid the home harbors of England. It was a daring move. The British who had ruled the seas for many years must have been dumbfounded to learn that a "rebel" ship had sailed right into an English port.

Presently Jones was leading a whole fleet against the British. Don't mistake that expression

"whole fleet" for a modern battle task force. Jones had four small sailing ships. His flagship, *Bon Homme Richard*, named for Franklin's almanac character, was none too seaworthy.

One battle of that cruise serves to describe the fighting spirit of John Paul Jones. Off the British coast Jones tackled a British convoy. His ship was soon closing in on a powerful English fighting boat named *Serapis*. The *Bon Homme Richard* was shortly in a sinking condition. But Jones had closed with the *Serapis* and had lashed the two boats together. So audaciously and fiercely did the Americans fight that the British surrendered before Jones's ship sank out of sight. The fighting reputation of the Americans had spread all over Europe when Jones sailed the conquered *Serapis* into a French port.



**The Stars and Stripes.** Let us also remember John Paul Jones for his part in raising the first real American flag. There had been many flags during the first years of our fight for independence. The Green Mountain Boys of John Stark had their flag with seven-pointed stars. Many of the early minutemen had their flags with liberty trees and rattlesnakes and various stripes and stars.

It is difficult to know who designed the form of our present flag. We do know that Mrs. Betsy Ross worked on the first official flag of modern design which was authorized by Congress on June 14, 1777. We do not know, however, who suggested the final arrangement of stars and stripes. Many state flags had thirteen stripes for the original states and probably one of these patterns was copied. As nearly as history can determine, the first great official symbol of stars and stripes was hoisted over the fighting ship *Ranger* on July 2, 1777, by the captain, John Paul Jones.

**Nathaniel Greene Fights in the South.** There seemed little that the British could do in the north because of the close guard Washington kept of New York State. Therefore, the English planned a southern campaign. It was quite successful at first. Savannah was easily captured, and later Charles-

ton surrendered to a superior army. Then the English sent Lord Cornwallis inland with an army to conquer all of the southern territory.

We shall not attempt to tell of all the battles that were fought in the southern campaign. These engagements were as important as those we have already described. You already know most of the important leaders such as "Light Horse Harry" Lee, Daniel Morgan, and Nathaniel Greene. Congress, unfortunately, thought that its members could select leaders better than Washington could. At first Horatio Gates, who had taken Arnold's credit at Saratoga, went south to oppose Cornwallis. Gates didn't oppose anything very long. For after the first important engagement at Camden, Gates was fleeing as fast as he could.

\* Now Washington was finally given the choice of his principal assistant to take command in the south. He chose Nathaniel Greene, the blacksmith of Rhode Island. Greene's campaign was greatly aided by local southern troops who were formed into raiding bands by such leaders as Captain Pickens and Francis Marion, the "Swamp Fox." These guerilla raiders struck and retreated, constantly biting away at the fringes of the British army. And, of course, this type of fighting was well suited to the command of "Light Horse Harry" Lee.



Americans must never forget the part played by foreigners in all the campaigns, in the south as well as in the north. Mention has already been made of Lafayette and von Steuben. A Polish nobleman by the name of Thaddeus Kosciuszko gave excellent service as an engineer. A Bavarian, Baron de Kalb, lost his life fighting gallantly at Camden. Another Polish nobleman lost his life in the southern campaign, Count Casimir Pulaski.

There were some important American victories. Near the border of the Carolinas the backwoodsmen of the district surrounded and defeated a British force at King's Mountain. This battle was not a big engagement, but it has been called the turning point of the southern war. It occurred in October, 1780. Three months later Daniel Morgan brilliantly defeated another British detachment at the battle of Cowpens, not far from King's Mountain.

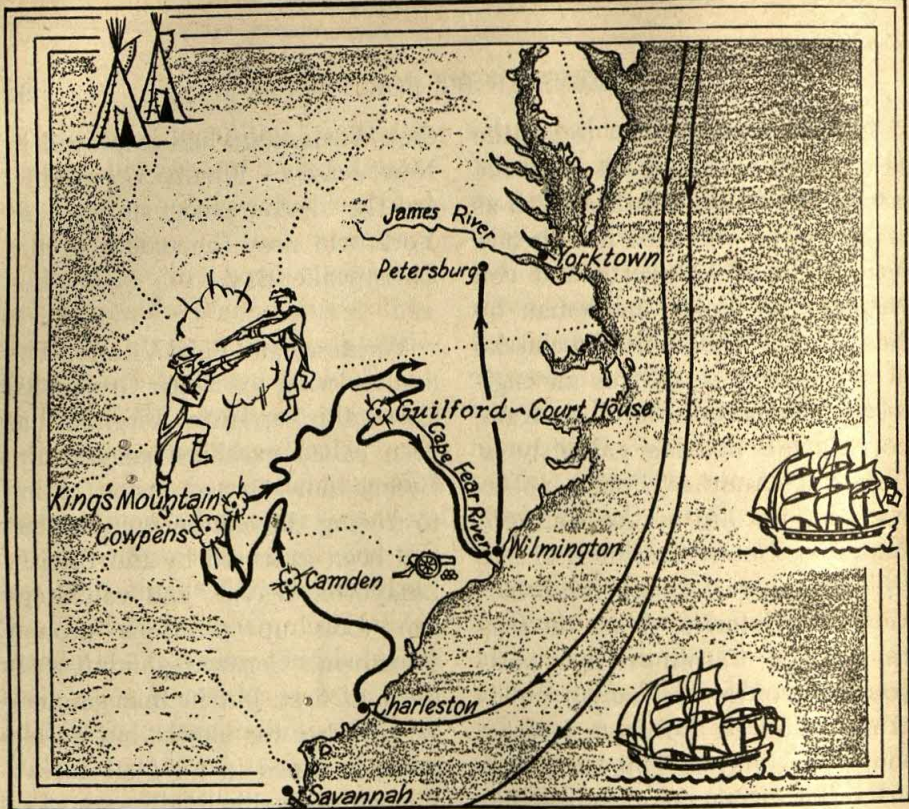
Now Greene launched upon a long campaign of annoying the British army and leading his enemy upon a long chase across southern territory. It was said that Greene won the campaign without ever winning a battle. The Americans were not strong enough to challenge Cornwallis' main army. So Greene hit and retreated, hit and retreated. It was much the same type of fighting

that Washington had employed in New Jersey. Finally Cornwallis, greatly discouraged, stopped at Yorktown near the mouth of the Chesapeake Bay.

**Yorktown and Final Victory.** The maneuvering by which Greene led Cornwallis up into Virginia has been called excellent generalship. Greene now turned his attention to freeing the southern cities that had been captured by the British. Lafayette, Wayne, and von Steuben took up positions around Yorktown. Cornwallis didn't realize it at first, but in that summer of 1781 he was slowly but surely being hemmed in for final defeat. When Cornwallis finally saw what had happened, he found that a strong French fleet had sailed into the mouth of Chesapeake Bay and had prevented the escape of the British by sea.

Cornwallis might still have fought his way out of the trap by land. But a brilliant maneuver by George Washington prevented that last hope. Washington had been guarding the British commander, Clinton, who had his army in New York City. Washington pretended that he was circling to attack the city from the south. Before Clinton could see what was taking place, Washington was on his way south on a forced march to reinforce Lafayette outside Yorktown.





**Campaigns of the South.** Cornwallis pursued General Greene who retreated and cleverly led the British north. King George's troops were finally trapped at Yorktown and defeated.

The plan worked to perfection. Cornwallis was now surrounded by overpowering forces. The attack was brief. Young Alexander Hamilton led one of the final charges. The capable and gallant British general, Cornwallis, now did the only thing left for him to do. He surrendered completely at Yorktown on October 19, 1781. Although peace did not come for many months, this was the last important battle of the long, bitter war. American patriots had won their independence.

**What Shall We Remember?** It would be interesting to know what each American considers important enough to remember about the characters and events of our War for Independence. Surely we should know the results of the struggle of the patriots. We had gained what we had fought for—freedom and independence.

This victory for liberty was one of the most important events of all history. Soon other people of the New World became inspired by the success of our own patriots.



Before many years such countries as Mexico and Venezuela were also rebelling against Old World oppression and tyranny. The success of our forefathers was not only the birth of freedom in the New World, but even the nations of the Old World soon became more democratic. Surely all lovers of liberty should never forget the most important result of the war—a new nation and a world “conceived in liberty.”

The work of George Rogers Clark in Illinois and Indiana became very important when the peace terms were decided. The new United States was to have more than just the territory of the original thirteen colonies. We now owned that wilderness as far as the Mississippi River where Clark's woodsmen had marched and suffered. The map on page 310 shows how much our country grew before it was even officially started.

We should remember the people of those days as well as events and results. Probably the outstanding heroes of the Revolutionary War, as well as every other war, were the unknown foot soldiers who kept fighting ahead in spite of hardships and suffering. These men must have had the courage of such leaders as Anthony Wayne and the burning love of liberty of Samuel Adams and Patrick Henry. The average soldier is

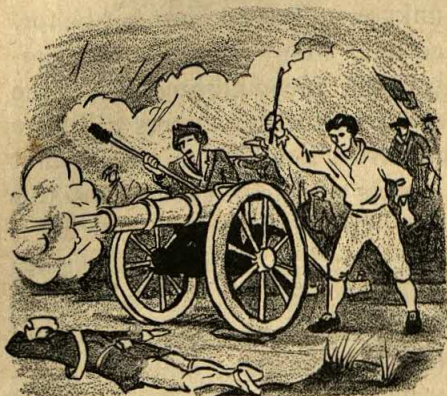
unknown. But he must not be forgotten. Many people will remember the accomplishments of the foreign patriots. Others will have favorites among our own gallant leaders who helped bring forth this new nation of liberty. The list is too long to recite completely: Schuyler, Sullivan, Henry Lee, Stark, Herkimer, Hamilton, Wayne, Greene, and many others.

There is one character that towers above all other figures of our early days. The dignified, determined Commander in Chief now resigned his leadership. He imagined that he was now going back to live out his days in peace and quiet on his tobacco lands along the Potomac. George Washington didn't realize that shortly thereafter he would again be called upon to ride away from Mount Vernon to become our first President.

Today as we look back across the lengthening years, we begin to realize the true character of Washington. There can be no question that without his courage and determination the cause of liberty would have been lost in the first years of disappointment and defeat. To him, more than to any other person, should go the credit for creating on this continent a new nation of liberty. Surely George Washington was a man who well deserves to be first in the hearts of all his countrymen.



## IMPORTANT EVENTS OF THE REVOLUTIONARY WAR



1775 Fighting began at Lexington and Concord.

1776 Washington's army retreated from New York, but finally won at Trenton and Princeton.

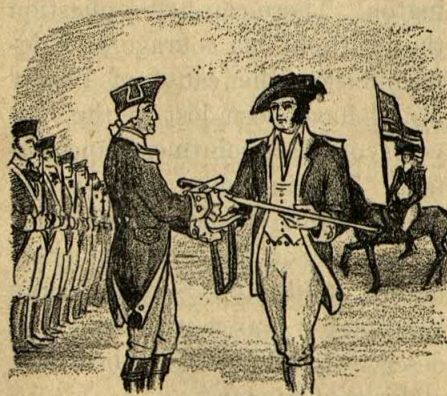
1777 The British were defeated at Saratoga.



1777 Washington lost Philadelphia and wintered at Valley Forge.

1778 Brighter days. We won some battles, and the French joined us.

1779 Clark won in the West, and Jones won at sea.



1781 Greene, Morgan, and others harassed the British in the South.

1781 Cornwallis surrendered at Yorktown.

1783 The peace treaty ended the conflict.



## WORKING WITH HISTORY AND GEOGRAPHY

**1. Geography and Generals.** Army generals are keen students of geography. They have to be if they want to win campaigns. See if you can discover the ways in which geography influenced the Revolutionary War. Consider such factors as weather, surface of land, forests, rivers, lakes, harbors, etc. Select various campaigns such as Washington around New York or Greene in the South. Imagine the class is your general staff and you are discussing the geography of the coming campaign.

**2. Magazine Article.** Write a magazine article comparing the equipment of a soldier of the Revolutionary War with that of a modern infantryman. Illustrate, if you wish, with drawings or diagrams.

**3. Chart.** Make a chart of the battles of the Revolutionary War in the following form:

BATTLE	LOCATION	LEADER	OUTCOME
Trenton	New Jersey	George Washington	American Victory

**4. Skits.** Write a series of short skits dramatizing the life of Nathan Hale. Present these before your class.

**5. Radio Skit.** Write and present a radio skit based on the tragic life of Benedict Arnold.

**6. Storytelling.** Pretend that you were one of the courageous body of men who accompanied George Rogers Clark. The members of the class may be your grandchildren listening as you tell them your adventures.

**7. Floor Talk.** Compare the experiences of the men who accompanied George Rogers Clark with those of the British Commandos and American Rangers during the Second World War. Explain your findings to the class.

**8. Drawing.** Make a drawing of the Washington Monument to scale. Write a brief article to accompany your drawing in which you give the name of the designer of the monument, material used in its construction, amount of material, cost of monument, and any other available data.

**9. Original Story.** Write an original story or poem about the heroism of the men at Valley Forge. All of your historical facts should be accurate, but your plot and characters may be fiction. If you use imaginary characters and events, write a brief introduction explaining where history ends and imagination begins.

**10. Class Programs.** It is a fine thing to prepare patriotic programs of the birthdays of famous men and the dates upon which important



events occurred. Have a committee organize a program for Flag Day. The committee could organize the program so that it would be ready for Flag Day on June 14. If Flag Day does not fall during your present course, leave your program with your teacher or librarian for future use. There are some good suggestions on how to organize patriotic programs on page 440.

**11. Reports on Leaders.** There were a number of important people briefly mentioned in this chapter. You might wish to learn more about the following from books in your library: Lord Fairfax, Israel Putnam, John Sullivan, Lord Richard Howe, Henry Lee, General Burgoyne, Philip Schuyler, Benedict Arnold, General Herkimer, John Stark, Horatio Gates, Captain Pickens.

**12. Time Lines.** An illustrated time line is a splendid way to show a series of important events. After you have read the suggestions about time lines on page 437, make a time line of your own showing other important events of the war. You might also go back to the last chapter and make a time line of the causes of the Revolution.

**13. Headline Writer.** Study the headlines in your daily newspaper to see how they summarize the most important points in the news stories of the day. Go back through this chapter listing the most important points. Under each point write a suitable headline. For example:

#### WASHINGTON TAKES COMMAND

"Army needs drilling and supplies," says newly appointed leader

Your teacher may select the best headlines for each topic. This activity will be useful for other chapters of this book.

#### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Martha Washington	George Rogers Clark	Francis Marion
Daniel Morgan	John Paul Jones	Thaddeus Kosciuszko
Nathaniel Greene	Charles Lee	Baron de Kalb
Lord Cornwallis	Israel Putnam	Count Casimir Pulaski
Nathan Hale	John Sullivan	Philip Schuyler
Robert Morris	Nicholas Herkimer	John Stark
Anthony Wayne	Horatio Gates	delegation
Baron von Steuben	Betsy Ross	Tories
Marquis de Lafayette		tactics
Henry Lee		Benedict Arnold

In this chapter there was an unusually large number of names that may be new to you. Spend extra time on review drills.



## *Creating the World's Greatest Document*

**Our Constitution Is Our Most Valuable Possession.** We remember many things about the history of our country because we find the stories interesting or the scenes attractive. The excitement of battle campaigns or the tales of frontier heroes will stay in our memories because of the thrill of adventure. We no doubt remember the descriptions we have read of such wonderful places as Yellowstone Park. However, there is no beautiful scenery in our Constitution, and there is no adventure to read. In spite of the fact that this document is our most valuable possession, many Americans do not know much about it.

It is hoped that by the end of this chapter we can all see that there are many thrilling and beautiful things about this Constitution of ours. This document is the official rules of the American game. The reading of rules is never very thrilling unless we carry in mind what the rules are about. We have all risen to our feet and cheered in excitement when a quarterback fades far back and shoots a long pass

down the field and two opponents on a dead run go for the ball. Have you ever read what the football rules say about such situations? There isn't a thrill in a paragraph, and the pages are full of such dull words as: "A simultaneous and bona fide effort to catch the ball—or a second originally eligible player of the passer's team—it should be penalized under provisions of Section V"—etc., etc.

You see, it is necessary to know what rules are about before the heavy, legal language becomes interesting. The Constitution of the United States is about some of the most thrilling things in the world. Perhaps we can see that point before this chapter is finished.

In this chapter we are to study about a very intelligent group of men who met in Philadelphia in 1787 and wrote the official rules of our country. The ideas for those rules had been growing for many years. In spite of the fact that we had just rebelled against England, we received many of our ideas of liberty and the art of self-government from the British people.





**Weaknesses of the Articles of Confederation.** Teamwork is as necessary for good government as it is for a good ball game.

These rights of the people had been growing in England for centuries since the days when King John was forced to sign the Magna Charta. This charter was the beginning of the idea that men were not to be slaves of governments, but that governments were to serve the people. It is true that many an English king didn't allow these rights, but British people had never lost sight of the hope of complete liberty for every man. So we can say that the makers of our Constitution went as far back as the Magna Charta of 1215 for some of their ideas.

You might recall that our own colonies had produced many good ideas for rules for people who wanted liberty. The Pilgrims had their Mayflower Compact in which they agreed to obey their own laws. Captain Smith made a good, brief constitution for Jamestown when he adopted the policy that those who would not work would have to go hungry.

On down through colonial history you will find attempts of the people to organize themselves by rules and regulations. You will recall that when the trouble started between the colonies and England,



representatives gathered together many times to discuss problems and even to write laws. \* These meetings offered good practice in the business of making regulations—or, to express it another way, the art of self-government.

### **The Articles of Confederation.**

You can easily see from what you have read that our central government had been very weak during the Revolutionary War. The members of the Continental Congress met in Philadelphia, but these lawmakers had little authority or power. Many good leaders such as Washington were in the army, and others such as Jefferson were back in their own states. The Continental Congress was very weak. As a result the army received very poor support from Congress during the war. You recall that Robert Morris had to beg money personally in order to pay Washington's troops after the battle of Trenton.

A war always binds a country together. But after the war was over, the states began to drift farther and farther apart. As a result our little, new country went through some dangerous years that have been called the "Critical Period." It is a great wonder that our feeble country managed to survive. Had we been much closer to Europe, we would, no doubt,

have been gobbled up again by England or perhaps divided by the other powers.

During the dangerous, critical years, our states were governed by a set of laws called the Articles of Confederation. The Continental Congress adopted these laws in 1781, the year Washington and Lafayette closed in on Cornwallis at Yorktown. The Articles were better than no government at all—but not much better. The main difficulty was that most of the representatives had a fear of making a strong central government. You recall that Franklin ran into the same trouble when in 1754 he tried to get the colonies to organize against the Indians. Massachusetts, Virginia, and the other states wanted the right to do as they pleased. And thirteen states (or forty-eight states today) cannot do as they please and at the same time get along together.

It was soon apparent that the states were not going to get along well under the Articles of Confederation. Many leaders were thoroughly alarmed. These men were thinking the same thoughts that have been expressed after every war since that time: "Have we won a difficult war only to lose the peace?" Washington wrote to each state pleading that jealousies be put aside, and that the states unite so that the Revolution should



prove a blessing and not a curse. We can imagine how he felt, after suffering through the campaigns and discouraging winters, to see the individual states drifting apart because each was unwilling to give up its own selfish interests.

One of the main difficulties was that the Continental Congress was "broke." We can all understand what that means. The Congress asked the states for ten million dollars to pay debts. The states only contributed a little more than one-tenth of that amount. Continental money had been printed but it became so worthless that the expression remains to this day, "Not worth a continental." Foreign money was used, but it had a different value in the different states. Imagine the confusion today if California used Spanish pesos to buy New England shoes. Then consider how the confusion would be increased when Massachusetts paid for Pacific coast canned fruit with English shillings and pounds.

**The Congress of the Confederation Passed at Least One Good Law.** The Congress that met under the Articles of Confederation was too weak to live long. But that group of lawmakers created one of the most important laws of our country's history. The law was called the Northwest Ordinance of 1787, and it had to do with the organiza-

tion of the Northwest Territory. This was the land George Rogers Clark invaded north of the Ohio River and the regions around the Great Lakes.

Many states claimed vast tracts of unexplored land beyond the Appalachian Mountains. However, states without any of this western land insisted that the other states give this territory to the central government. There was much argument about this suggestion, but all the states finally did give up any individual claim to the western territory. New York was first to give her land to the Confederation. Virginia gave the largest territory of all. Finally the central government had possession of the great expanse of new land between the mountains and the Mississippi River. You may see that territory indicated on the map of western land on page 204.

The Congress of the Confederation in 1787 made an ordinance for the purpose of organizing part of this new territory. This ordinance told how the western land was to be divided into sections which were one mile square or 640 acres. This division of land is used today. Sales of a section or more were to be made at a dollar per acre. The ordinance also provided that when the population of a portion of this land reached 60,000 people, the region would be admitted to the Un-



ion as a regular state. Much of our western land, even beyond the Mississippi River, was later brought into the United States by this means.

The Ordinance of 1787 for the Northwest Territory was a splendid set of laws which established religious freedom, encouraged education, and prohibited slavery. The ordinance also provided a plan whereby our new land could become regular states. It was the first time any country adopted a policy by which its new territory could become a regular part of the original country. When other nations took new lands the added territory was generally made into a colony. The idea of the Americans was far better, for it gave encouragement to frontier settlers. When the Northwest Territory was settled, the following states became regular members of the United States: Indiana, Illinois, Ohio, Michigan, and Wisconsin. We see today the wisdom employed by our forefathers when they decided not to make dependent colonies out of new territory.

### **Troubles of the Confederation.**

The Congress of the Confederation had much trouble, but its members must have been learning from their failures. The Northwest Ordinance was passed in 1787 and was an important set of

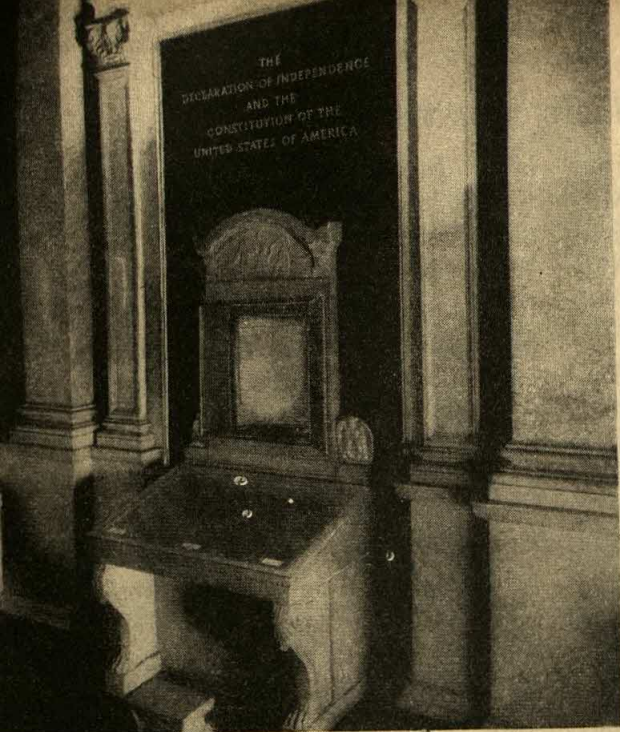
laws. In the same year a convention of leaders met to improve the old Articles of Confederation. When these men finally finished their task, they had written the Constitution of the United States—the most important act of legislation the world has ever known. It is a beacon light for the entire world.

### **A Bad Situation Becomes Worse.**

It was about time our laws were improved. There was trouble everywhere due to the weakness of the government. The separate states continued to quarrel over their boundaries, water rights, shipping, trade, and in fact everything that concerned the relations between the states.

There was also much trouble within the states. You have just read that the states were using various types of money with different values, and that the central government was without funds. People couldn't pay debts with the Continental money because that money was of little value. The poorer tradesmen and farmers couldn't buy articles because the money value went down and the prices went up. It was a very discouraging situation. Our country had barely started, and our people were thrown into a period of "hard times." Today we would call it a depression.





- **Our Two Great Documents.**  
Here in a shrine of glass and marble in the Library of Congress are the Declaration of Independence and the Constitution of the United States of America.  
(Handy Studios)

These were hard and difficult times indeed for the new, feeble, and tottering little country. Farmers couldn't buy goods or even pay off debts on farms. As a result the courts took many homes from the poorer people. This was more than the people could stand. In Massachusetts a war veteran by the name of Daniel Shays actually led a rebellion to close the courts that were taking the homes.

Such leaders as the brilliant, young Alexander Hamilton of New York were seriously alarmed. George Washington again wrote about our troubles under a weak government, "I predict the worst consequences from a half-starved, limping government, always moving on crutches and tottering at

every step." Thomas Jefferson was representing this weak government in France and he saw all too well that we had no respect from other nations. He wrote, "We are the lowest and most obscure of all the diplomatic tribes."

People in England were saying that the new separate states in America would not last long because of this confusion and trouble. It was predicted that shortly these states would be begging King George III to take them back. In fact many American people were saying the same thing. It was in such troubled, critical, desperate times as these, that our best leaders met in convention at Philadelphia to see what could be done about the situation.



## GREAT LEADERS OF A NEW REPUBLIC

**The Great Men of the Constitutional Convention.** It has been said that the fifty-five men who met in Philadelphia in 1787 to strengthen our government were the most capable body of legislators ever to gather together. A good portion of the group were college men which was unusual for that day. There were many lawyers, merchants, and plantation owners who had experience in the governments of their own colonies. Many had been in the Continental Congress and had signed the Declaration of Independence.

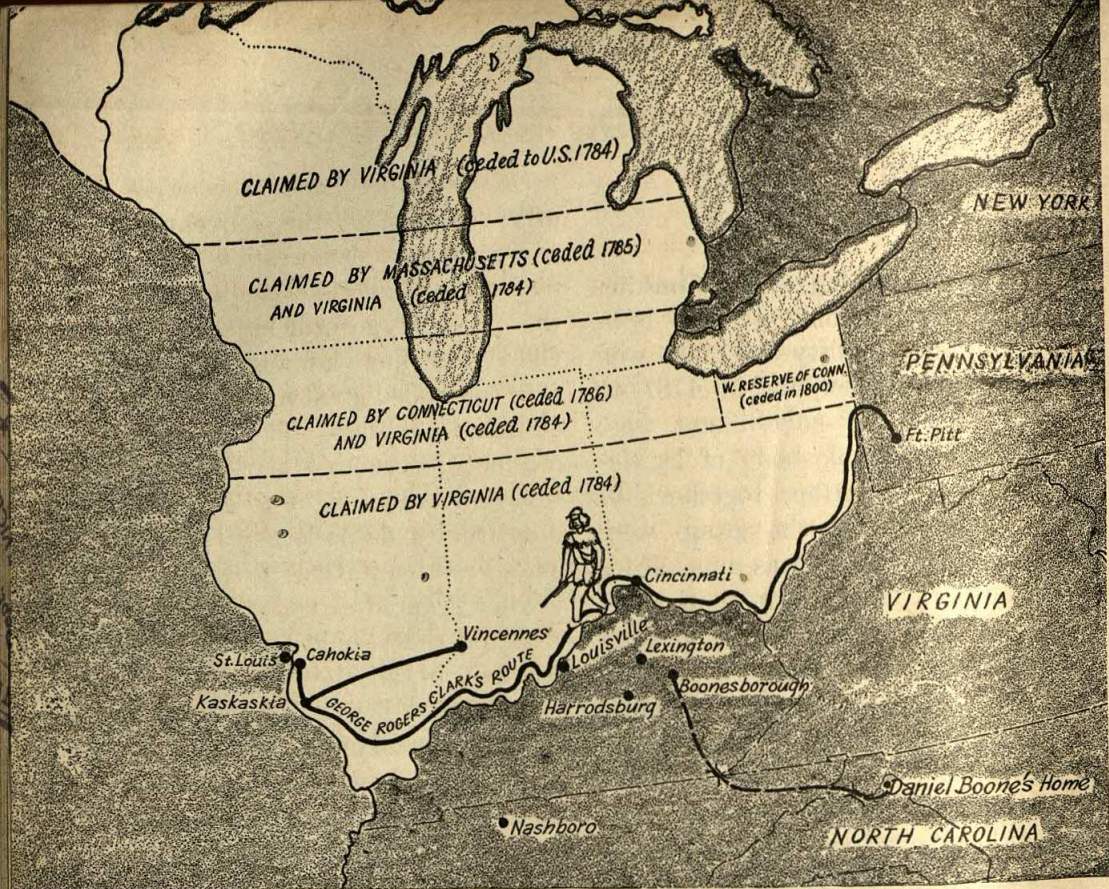
The men of the convention had many different viewpoints about government. Some of the leaders who attended were very aristocratic. Many of these leaders owned large estates and had slaves. They considered that tradesmen and farmers were uneducated and not capable of ruling themselves. These leaders were very conservative. To conserve means to keep things as they are without change. Many of these Conservatives wanted a ruler, or at least a president and Senate elected for life. A number of the Conservatives of the convention were very suspicious of any sudden change, especially if it gave too much power to the common people.

On the other hand there were other leaders at the convention who were very democratic. These men wanted a decided change from the types of governments of the Old World where a few aristocratic men controlled great masses of uneducated peasants. These leaders did not forget that our Revolution had been fought to get freedom from a despotic government. These representatives to the convention wanted a democratic constitution that would create a government of all the people. The word "liberal" is sometimes used to describe men of this type. Some of the Liberals were as extreme in their viewpoints as were some of the aristocrats. Patrick Henry, for example, was so extreme in his ideas that he refused to attend the convention. He was afraid that a strong central government would be created and that freedom of the people would be taken from them.

It is well for us today that both the leaders of the Conservatives and outstanding Liberals attended the Constitutional Convention. When both sides of a proposition are seriously considered, there is very little likelihood that either side will go too far in one direction.

Fortunately, there were many present who were neither extreme Conservatives nor extreme Liberals. George Washington was conservative by nature, but he had a





**The Northwest Territory.** This valuable land, once called the Illinois country, was organized by the Northwest Ordinance of 1787.

profound interest in the people. You remember that Washington was considered to have had the soundest judgment in the Continental Congress. Apparently the men of this meeting thought the same thing, for the former Commander in Chief was elected chairman of the convention.

**Alexander Hamilton Stood for a Very Strong Government.** Hamilton was the most capable leader of the Conservatives. He was still a young man at the time of the

convention, brilliant in mind and speech, and handsome in appearance. However, Hamilton was convinced that ordinary people were not smart enough to have much to do with government. Had Hamilton been able to control the convention, we might have started our little country with a king and house of lords.

Alexander Hamilton had been born in the West Indies. He had the keen, legal mind of his Scotch father, and the charm of his French mother. He was educated



at King's College, New York, which is Columbia University today. Even in college days he was interested in public affairs. At the age of seventeen he was addressing a gathering of New Yorkers in behalf of the cause of liberty. When the war with England broke out, he enlisted and served with distinction. You recall he personally led one of the charges at the last battle of Yorktown. This young man with his keen, piercing mind, and his winning personality soon won the respect of Washington.

The very fact that there was a Constitutional Convention was due in no small part to Alexander Hamilton. Virginia and Maryland were having trouble over the Potomac River and Chesapeake Bay, and delegates from near-by states were called in to discuss the problem. Hamilton was alarmed at the way the various states were quarreling over petty matters. Others at this meeting, such as James Madison of Virginia, shared Hamilton's fears.

Hamilton and Madison were by this time convinced that the thirteen separate states were either going to strengthen the central government or the United States would die before it had scarcely begun. The Virginia and Maryland dispute seemed the last straw to these leaders. These men decided that we simply had to have

a convention and strengthen the national government. You can give a large measure of thanks to the brilliant young Hamilton that we did have a convention which finally made a real Constitution.

We shall later read more of Alexander Hamilton, for he was one of the great men who founded our nation. There were other delegates at the convention who were even more conservative than Hamilton. Elbridge Gerry of Massachusetts thought the common people unfit to rule. He probably had in mind such riots as Shays' Rebellion, and he feared that nothing but a very strong government could control the farmers and tradesmen.

Gouverneur Morris of Pennsylvania was of the same opinion as Hamilton. Morris said that the men who owned the country ought to govern it. He also said that if poor people had the right to vote, they would sell their votes to the rich. Even the extreme Conservatives did much good work at the convention. For example, Gouverneur Morris wrote the final copy of the Constitution in clear, dignified style.

**There Were Many Liberals at the Convention.** A number of the democratic Liberal leaders of the country were not present at the convention. Thomas Jefferson was in



France as our ambassador. None of the extreme Liberals or "firebrands" of the Revolution attended. Thomas Paine was in Europe. Samuel Adams was not chosen as a delegate. And Patrick Henry, as you read, refused to attend. Time has shown that Patrick Henry was wrong in refusing to take part in the convention, for it did a wonderful job of pulling our feeble country together.

Benjamin Franklin was there. The wise old gentleman, who had won the hearts of the French women and the minds of the French men, was by this time too old to do much work. He was eighty-two years of age and unable to stand for his speeches. He was still able, however, to tell the men of the convention to stop quarreling and "hang together." We shall see that a good peacemaker was soon necessary.

James Wilson of Pennsylvania answered "here" to the roll call. This tall, bony, clear-thinking lawyer had been born and educated in Scotland. When trouble began to develop between the colonies and England, James Wilson joined with those who first opposed unjust taxation and then worked for freedom. He, too, signed the Declaration of Independence.

Every American might well remember James Wilson every time there is occasion to enter the ballot

booth and cast a vote for a congressman, senator, or president. All through the Constitutional Convention Wilson fought valiantly for the right of the people to vote directly for their leaders. There was much opposition from such men as Hamilton and Morris who insisted that the Senate and the president should not be elected by the people. James Wilson succeeded in having congressmen elected directly. But it was not until 1913 that our nation finally decided that Wilson had been correct over a century before. Then our Constitution was amended to permit direct election of senators. Another Wilson, by the name of Woodrow, was our President when this reform was enacted.

Washington admired James Wilson's judgment. The Pennsylvania lawyer was a Liberal, but he was not as extreme as Patrick Henry. Henry shouted out his oratory, but Wilson devoted his energy to logical thinking. Wilson stood for the people, but his logic told him that those same people needed a strong government. Perhaps you could describe James Wilson as being in the "middle of the road." He worked for a strong government but always kept the rights of the people in mind. It's a good thing to have legislators like James Wilson around when there are laws to be made.



### A Little Man with a Big Mind.

The greatest man of the convention, however, was neither Alexander Hamilton, Gouverneur Morris, nor James Wilson. James Madison of Virginia has been called the Father of the American Constitution, and the title is a just one.

Had the great Virginia law-maker been attending a large school today, the chances are that the pupils might not even know him. He certainly would not star on the athletic team, for Madison was small in stature and delicate in health. If he were in school today, his classmates would probably say, "Oh, sure, I know him. That's little Jimmy Madison. He's a brain. He always gets A in everything. But you should see him try to play ball."

The little body kept developing the big brain. An education at Princeton University helped that process along. Soon James Madison became one of the recognized leaders of Virginia. In his own state he worked hard and intelligently for religious tolerance. He was alarmed at the weaknesses of the confederation of the states after the Revolution. Together with Hamilton, he did much to bring about the Constitutional Convention to save the nation.

Throughout the convention the leadership of Madison was recognized by all. No one there cared

whether he could ever play ball or not. He had a mind that made good decisions as the delegates argued and wrote laws and then argued some more on through the hot Philadelphia summer of 1787. After each day's work was over, Madison wrote a journal of the discussions of the convention.

Madison, like James Wilson, could properly be called a "middle-of-the-road" person. He saw the good and bad of both extremes, but above all else James Madison wanted a strong government that would save our country from complete disaster. Remember the little man with the big brain! James Madison, the little boy who couldn't play games, belongs high on your list of all-Americans.

Only a few of the outstanding leaders of the convention have been mentioned. Much could be said of Robert Morris who worked so hard to raise money for the Revolution. If you will look at the names of the signers of the Constitution printed at the end of this volume, you will find many more who are worthy of study and reports, such as John Dickinson, Rufus King, Roger Sherman, William Paterson, Edmund Randolph, George Mason, John Rutledge, and many others. Truly the Constitutional Convention was one of the most notable gatherings of law-makers the world has ever known.



## ARGUMENTS AND COMPROMISES

**Great Minds Do Not Always Agree.** The Constitutional Convention was much like any meeting of legislators today. The delegates represented different sections and groups of people who were engaged in various occupations. This meant that the delegates had different ideas. Many times they found it very difficult to agree with each other. The first big argument developed over the question of whether the small states were to have as much voice in the national government as the large states.

The first proposal came from Virginia with the suggestion that there be two houses of Congress elected either by the people who owned property or by free, white population. The question of owning property in order to vote was put aside. However, the question of "free white population" started the arguments flying back and forth. No doubt some of the peaceful Quakers of Philadelphia were alarmed by the angry shouts that could be heard from within Independence Hall. Fortunately, George Washington was in charge of the meetings, and he kept the delegates in fairly good order.

Since our forefathers were making rules for a republic, it seemed

natural that the vote of every person should count. That meant that the big states such as Pennsylvania and New York would control the small states such as New Jersey and Connecticut. With this plan it is true that the large states would have control. James Wilson from Pennsylvania, on the other hand, was just as positive that the Congress should be elected by population. Wilson argued that 200,000 voters in a small state should not have as much voice as 800,000 voters in a large state. Wilson, who believed in an equal vote for every person, was correct from his viewpoint.

For a time the differences between the large and small states threatened the convention. One delegate even maintained that the small states would join European powers rather than be swallowed up by larger states. And so they argued. Finally a committee was appointed, and fortunately Franklin was on the committee. He was reputed to have said that when it is necessary to fit two boards together, it can be done by shaving a little from each board. Here was Franklin preaching the same old sermon, "Let's hang together. Let's each one give a little. Let's compromise."

The compromise finally agreed upon was the one that set the pattern for our government to this



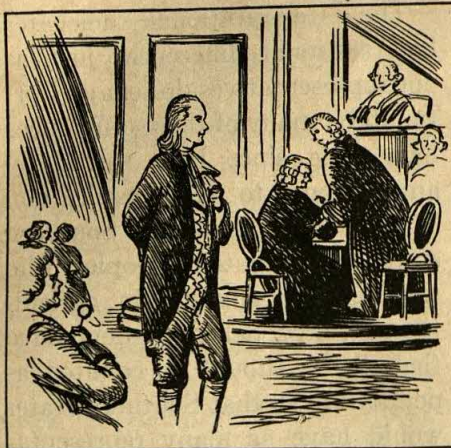
day. The large states were given part of their demands, for the important House of Representatives is based on population and has such great powers as starting all laws for raising money. The small states were given part of their demands, since each state to this day sends two senators to Washington regardless of the number of people who live in the state.

**There Were Other Points of Difference.** There were other points on which the delegates found it difficult to agree, but as the summer weeks passed, these great law-makers found it increasingly easy to compromise. There was the question over whether our law-makers, our president, and the Supreme Court should be elected directly by the people. James Wilson, as you read, wanted people to vote directly. Franklin agreed with Wilson. Morris and Hamilton didn't think the judgment of all the people would be good. These delegates argued at length about the people's rights and ability to vote. You have read on page 206 that this point of difference was settled by electing congressmen by a direct vote of the people. The American people have gradually changed our national laws until now we vote for all except the members of the Supreme Court, who are appointed.

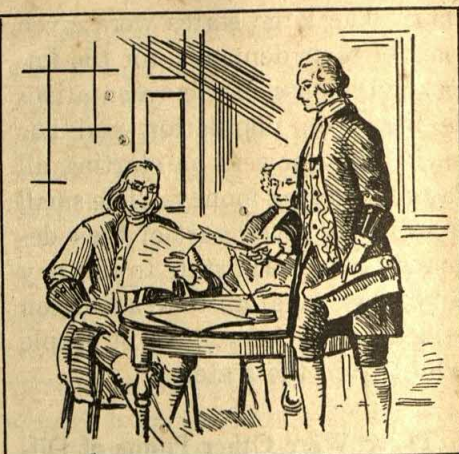
The Constitutional delegates had sectional differences just as our representatives do today. Fortunately, many of those differences have long since been solved by amendments to our Constitution. The delegates from the Southern states represented people who were largely engaged in agriculture. These delegates demanded that slaves should be counted as population so that Southern states would have as many representatives as possible when laws were made for taxation in the House of Representatives. The white population of the South was small. These delegates also feared that Congress would tax the tobacco and rice that the Southern states were exporting to other countries.

The spirit of compromise was applied to the demands made by the southern delegates. Congress was given power to regulate commerce, but it was forbidden to place a tax on exports such as tobacco and rice. Three-fifths of the slaves were allowed to be counted when congressmen were elected to the important House of Representatives. The Constitutional delegates realized that there was soon to be another section of our country—the West. The delegates knew that these Western states would grow in population. It was decided that a new count of population would be taken





Pleaded with British for Justice



Helped Write the Declaration of Independence

### *Benjamin Franklin, Loyal Englishman,*

every ten years so that growing states could increase their number of congressmen in the House of Representatives.

Who could vote? It has already been mentioned that some delegates wanted to give the vote only to those who owned property. Fortunately, that proposal was not adopted. For a number of years, however, some states did require voters to own property. But if some delegate had risen to his feet in that great convention, now so very long ago in history, and had suggested that women should be given a vote, there would have been a moment of stunned surprise. The Conservatives and Liberals, the lawyers and merchants, thoughtful little Madison, and

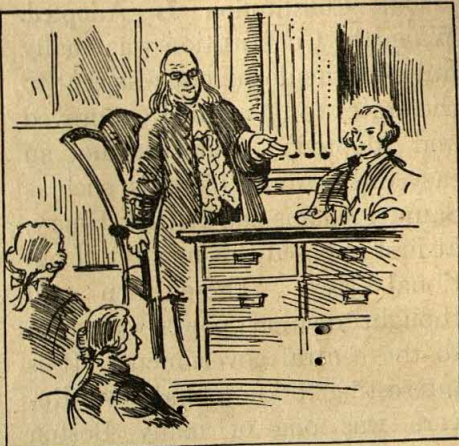
tall, dignified Washington, all together would no doubt have broken into a loud laugh at the ridiculous proposal. Franklin, you can be sure, would have suggested a compromise that instead of a vote, each lovely lady should be given a pretty compliment. It was not until 1920 that complete freedom and equality for voting was given to every American regardless of race or sex.

**The Great Minds Did Agree on Many Points.** The men of the Convention argued on many problems. But these lawmakers did agree on most of the important questions. They were convinced that the old Articles of Confederation had to be done away with and a new Consti-





Secured Aid from France



Worked on Our Constitution

*Became a Great New World Patriot*

tution adopted. These men agreed that the separate states should be respected and that the various viewpoints of different sections should be given just consideration.

The men of the Constitutional Convention were chiefly agreed on the need of a strong central government. Therefore, they gave to that government the powers that had to be taken from the states if we were to avoid confusion. Congress was accordingly given the power to raise tax money, to establish a single system of money, to regulate commerce and trade, to keep order at home, and to deal with foreign countries in peace as well as in war.

The preamble or introduction of the Constitution shows that the

lawmakers were agreed on what they were trying to do. The first three words in the introduction, "We, the People—" was a good start. That beginning meant that these fathers of our country intended to establish a nation that Lincoln later said was really "for the people." That same preamble is a splendid outline for the entire Constitution, for it states just what those lawmakers intended to accomplish for the people they were representing:

- Form a More Perfect Union
- Establish Justice
- Insure Domestic Tranquillity
- Provide for the Common Defense
- Promote the General Welfare
- Secure the Blessing of Liberty



### **Our Constitution Is Adopted.**

When the Constitution was finally finished, the document was sent to the states to be ratified (approved and adopted). This was not an easy task. Many Liberals, such as Samuel Adams and Patrick Henry, at first opposed this new set of national laws. These men still thought too much power was given to the central government. It is interesting to know that Paul Revere was one of many Boston tradesmen who finally persuaded Samuel Adams that our country needed this set of laws. Madison and Washington worked hard to get our great document adopted in Virginia. Hamilton labored for its ratification in his native state of New York.

Delaware, Pennsylvania, New Jersey, and Connecticut were the first to adopt. Georgia, Massachusetts, Maryland, and South Carolina soon followed. The approval of nine states was necessary to put the Constitution into effect. But would nine states approve it?

Eight months of delay and suspense followed. Finally, on June 27, 1788, the mountain state of New Hampshire voted to ratify the famous document; and the very next day Virginia ratified also. Later New York, North Carolina, and Rhode Island joined the other ten states. The Constitution went into effect in March, 1789.

### **HOW OUR COUNTRY IS GOVERNED**

**There Are Three Divisions of Our National Government.** The delegates to the Constitutional Convention agreed that our national (Federal) government should have three separate divisions. (1) Congress, which is called the legislative branch, (2) the President, who heads the executive branch, (3) the Supreme Court, which is the highest body in the judicial branch.

As you know, our Congress is divided into two sections. The members of the House of Representatives are called congressmen and they are elected for a term of two years. When our country first started, each group of 30,000 people was entitled to a congressman and the section was called a Congressional district. Our population has since grown so large that the population of Congressional districts has increased. In 1930, for example, the number of representatives was 435, or one legislator for about 180,000 population. Sometimes this branch of Congress is called the Lower House, but it is a powerful group of legislators. Every bill to raise money must start in this House.

Senators are elected for terms of six years. As you know, each state, no matter how large or small, has



two members in the United States Senate. Senators also are very important legislators. For example, all treaties with foreign powers must have the approval of two-thirds of our senators. Practically every bill started in either the House or the Senate must be approved by the other branch. Thus these two bodies of lawmakers act as a check upon each other.

The president is called the chief of the executive branch of the government. He is elected for four years, but he may be a candidate for re-election. It is his task to see that laws are followed. The word execute means "to follow through to the end." There are many other responsibilities for our president. He may recommend laws to Congress. He may also veto a law that Congress has passed. The president appoints cabinet officers, foreign ambassadors, and with advice and consent of the Senate makes treaties with foreign countries. The president is also the commander in chief of the armed forces.

The Supreme Court is the third important division of the government. This important group of men is removed as far as possible from politics. It is not necessary for a member of this body to campaign for election and re-election, for these men are selected for life. Members of the Supreme Court

are appointed by the president with the consent of the Senate. Members are selected for their knowledge of law and for their judgment. The chief responsibility of this body of men is to be *supreme* in deciding whether all laws are constitutional or not.

**How a Bill Goes to Congress and Becomes a Law.** There are certain problems about our Constitution that may best be studied by high school and college students. It would be a good plan at this time, however, for you to have a general idea about how laws are made. Bills are introduced in Congress by the congressmen or senators elected by your parents. Both the House of Representatives and the Senate discuss these bills and often change them many times before a final vote signifies that a bill has the approval of Congress. The president may then either sign the bill to show his approval or veto the bill to show disapproval. Congress may pass the bill over the president's veto by a two-thirds majority. After both the Congress and the president have approved the bill, it becomes a law. Sometimes new laws are challenged. It is then the duty of the judges of the Supreme Court to study the new law to be sure that nothing in the law is against anything in our Constitution.



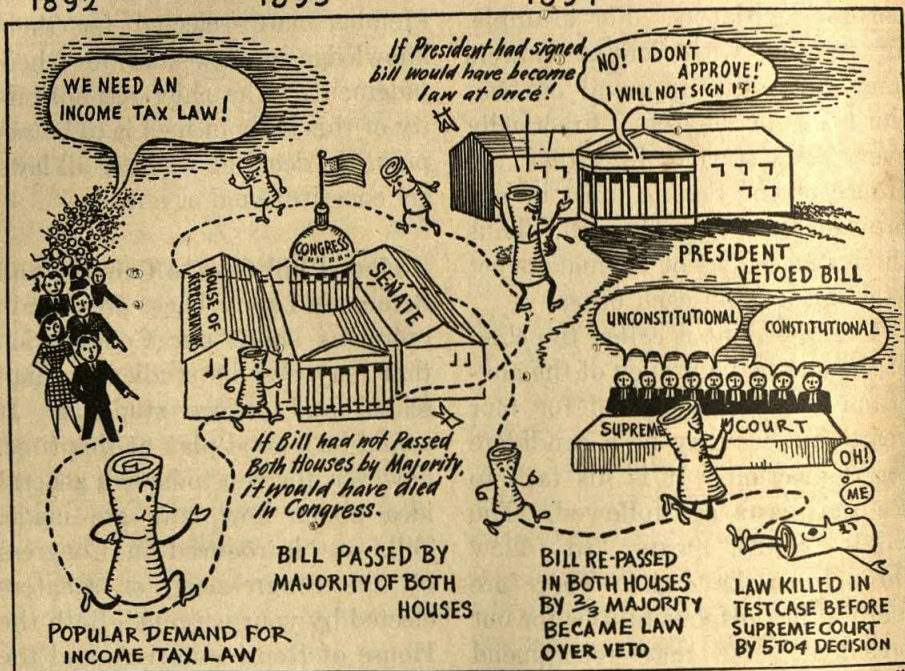
# LAWMAKING UNDER THE SYSTEM OF CHECKS AND BALANCES

## How a Bill May Become a Law and Be Voided

1892

1893

1894



Special permission "Building America"

It will help you in understanding lawmaking if you study the cartoon on this page showing the adventures of little "Bill Law" before he finally became "Mr. William Law." In the first place you will notice he had to be presented in either the House or the Senate. In this particular case, Bill was presented to the House because he was a money-raising Bill. He was started because congressmen knew that many people wanted to raise money by taxing incomes.

The congressmen worked Bill over and probably gave him a new suit of clothes and had his shoes

shined. Then he was passed over to the Senate. The Senate didn't quite like the way Bill looked; they thought he needed his ears washed and a haircut before he called on the president. This was done. Bill finally stepped out of Congress and pranced down Pennsylvania Avenue to the White House.

The bill to place a tax on incomes has been selected for an example because everything happened to it that could possibly happen to poor Bill. Bill probably stopped to play touch football with some of the "kids" near the

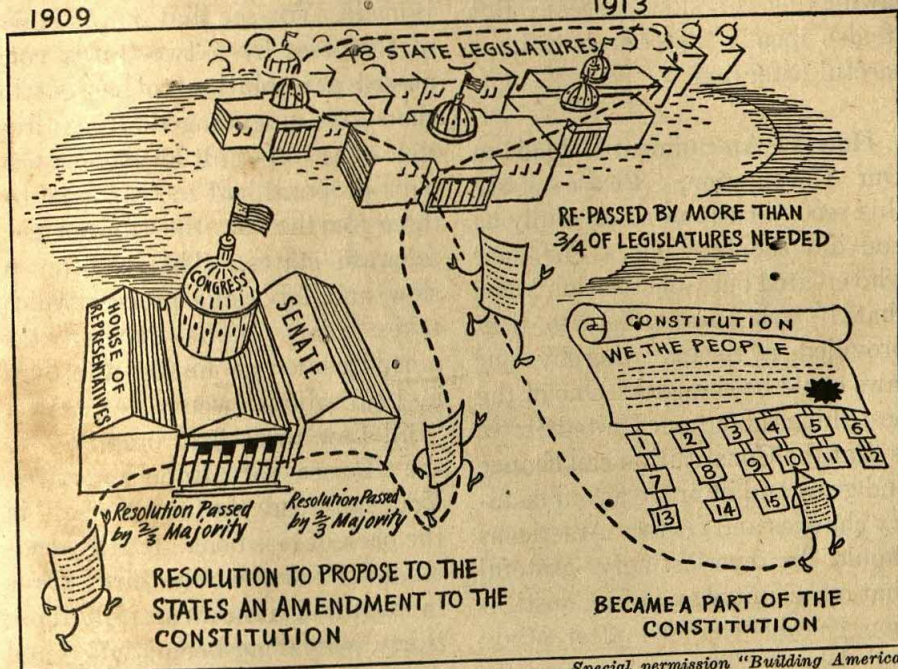


# HOW AN AMENDMENT IS ADDED TO THE CONSTITUTION

As Illustrated by Income Tax Legislation

1909

1913



Special permission "Building America"

White House. Anyway, when the president looked Bill over, our Chief Executive thought he had mussed his collar and hair too much, so he picked up his *veto* and gave Bill a good swat. Had Bill pleased everybody, the president would have signed Bill's identification tag, and little Bill would have become Mr. William Law.

But Bill wasn't dead by a long way. He went scampering back to Congress. Both sections of Congress fixed Bill up a bit and then passed him again. This time the vote was over two-thirds of the members of both House and Sen-

ate. And that meant that Bill would become Mr. Law whether the president vetoed him or not.

Before you leave the chart showing how poor Bill was passed back and forth, notice again how many times one section of our government can check on other sections. The House could check the people by not starting Bill in the first place. However, since the people elect the congressmen, these men usually do what the people wish. The Senate could check the House, and the president, in this case, checked both of those bodies with a veto. Now the Supreme Court



in the illustrated case checked Congress. All this checking means that lawmaking is a slow process. But it also means that our laws have careful attention.

**How an Amendment Is Made to Our Constitution.** Please study this second cartoon as carefully as you did the first one. The men who created our Constitution knew that it was not perfect, so they provided a means whereby our laws could be changed. One of the best things about our United States is that the Constitution can change and grow and improve as our country changes and grows. Americans should be everlastingly grateful that our country and our Constitution can be changed after study and debate. There is no need for revolution or violence where the people have the right to change their laws by peaceful means.

Bill Law wasn't dead. True, he had had some pretty stiff jolts, and he had staggered around a bit groggily. It's just too bad, when a fellow gets his ears washed and his hair combed three times, to find out that he can't pass inspection anyway. The Supreme Court told Congress that it was not according to the Constitution to place a tax on incomes. There was only one thing left to do if WE, THE PEOPLE wanted an income tax law—amend the Constitution.

The preceding cartoon shows how an amendment to the Constitution is made. You see that both Houses of Congress by a two-thirds vote passed a resolution "to be sent to the states amending the Constitution so as to permit an income tax. This proposal had to be passed by three-fourths of the forty-eight separate states. This is often a slow and laborious process which takes years. The income tax amendment was finally approved in 1913, about twenty years after "Bill Law" was first presented to the House of Representatives. You can read the amendment in the back of this book. It is Amendment XVI and is only thirty words in length. But how carefully those thirty words had been studied and debated by the lawmakers!

### *A DOCUMENT OF FREEDOM*

**Our Bill of Rights and Other Amendments.** Some of the Liberals, such as Samuel Adams, were finally won over to the new Constitution by the promise of additional amendments guaranteeing the rights of each person. The Constitution, as it was first written, made no direct guarantee that people would have the rights of such personal liberties as free speech. Accordingly, Madison and others worked out ten amendments and these were very shortly added to the original Constitution.



Many people think that the first ten amendments, called the Bill of Rights, are the most important part of our Constitution. Certainly the first paragraph is one of the most important laws ever adopted by any government anywhere. Here is the guarantee that as long as there shall be free Americans, these same people shall have freedom of religion, speech, press, and the right to petition the government. The other nine parts of the Bill of Rights are hardly less important. Here Americans are guaranteed protection against unjust arrests and are promised a fair trial by jury.

All told, there are now twenty-one amendments to our Constitution. These changes in our Federal laws are not easy to make, as you know from your study. Over 3500 amendments have been submitted to Congress. Only twenty-six have passed, and but twenty-one have finally become law. Many people are impatient with this slow process. However, most are agreed that it is well the supreme law of our country cannot be hastily changed without much study and debate.

It is certainly a splendid thing that the delegates to that Philadelphia Convention over a century and a half ago realized that the Constitution they created was not perfect. It was a great deal nearer perfect than they thought. Twen-

ty-one times it has been changed, and these changes have definitely improved our great document.

There is much to study in the amendments to our Constitution. By these changes we have improved our method of electing our president and vice-president. Negro men were given the right to vote by the 15th Amendment in 1870. You have already learned how an income tax law was made constitutional by the 16th Amendment. In the same year of 1913, the Constitution was changed so that the people could elect their United States senators directly. This 17th Amendment would have pleased James Wilson who fought so hard for the people's vote.

The men of the Constitutional Convention were great men, and they created a marvelous document. True, these men were not perfect. For example, it didn't occur to them to consider the rights of women. In fact, the fathers of the Constitution didn't think anything at all about women as far as laws and voting were concerned. But then, let us not criticize the men of 1787 too much. It took our males many years finally to wake up and realize that about half our population belonged to the "fair" sex, and that women should have full rights of citizens. The 19th Amendment, to give women the right to vote, was adopted in 1920.



**Where Is All the Thrill and Excitement?** In the opening paragraphs of this chapter the Constitution was compared to the official rules of football. It was said that both sets of laws made dull reading, but that they both stood for some very thrilling things. Probably some of us are still thinking about the opposing players going after that forward pass, and no doubt many are wondering just where all the thrill and excitement comes in when talking about our Constitution.

The excitement from football comes from the struggle and fight of a team working together to get something the other team doesn't want them to have. The greatest struggle the world has ever known is the long fight mankind has engaged in to obtain the liberty and security guaranteed by our Constitution. It is a struggle that has been going on for many centuries. Let us give an occasional thought to the story back of our Constitution when we study and discuss that great document. If we use our imaginations just a little, we won't be so bored with such heavy phrases as "qualifications requisite for electors" or "liable and subject to indictment."

Americans today accept the blessings of our Constitution, but sometimes with little thought of just how long and bitter the fight

has been to secure such a document of liberty. There were people who carried on a long and bitter struggle over the centuries. Their hardships were not thrilling—but their fight for freedom was. Countless thousands of them suffered in jail waiting in vain for a trial that never came. What had been their crimes? Why, they had owned property that some feudal noble had wanted. They had dared to stand up against some tyrant and speak the truth according to their convictions. They had dared to worship God in the manner in which their consciences told them that they should.

Of course, not all people in past ages went without trials. There was a time when an accused person might hold a red-hot iron or thrust an arm into boiling water. In these ordeals, if the accused was not burned, he was declared innocent. Others could establish innocence if they were able to walk unharmed over nine red-hot plowshares. Not so many centuries ago, an accused person could prove he was not guilty of a charge if he could defeat his accuser with swords. That was a peculiar kind of justice with the strong and the rich always innocent, for the nobles could hire champion fighters to do combat for them. This trial by combat was a legal law in England the year in which our Constitution was written.



## TYPES OF PEOPLE AT THE TIME OUR GOVERNMENT WAS FORMED

### Two Extreme Types That Are Dangerous to a Democracy



AN ARISTOCRAT

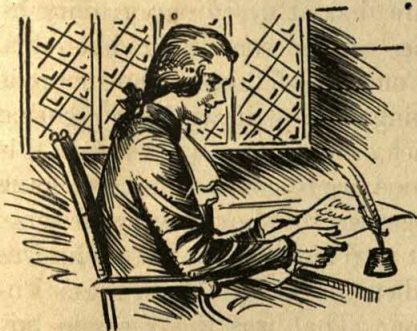
I don't want to play this game unless I can be "it." Most common people are stupid and need a superman to run the country.



A RADICAL

Let's change everything. There's no time for education and voting. Let's get a mob started and get something done.

### Two Middle Groups That Give Strength to a Democracy



A CONSERVATIVE

I believe in a free country where a person can work hard and be prosperous. This country needs to protect its business or no one will have a job.



A LIBERAL

The rights of the people come first—even before business. The common people will run the government well. And let's not take too long starting improvements.



There were other people besides the poor and the oppressed who suffered because they had no Constitution to give them security as well as liberty. Some day you will all read in other books of the French and Russian revolutions. In those countries the poor and downtrodden finally rebelled and turned on those who had oppressed them, but they had no Constitution to guarantee law and order. There were no amendments to guarantee them liberties and fair trial. And without law and order the mobs got out of control, and innocent and guilty alike were tortured and killed. How much would victims of political mobs in past ages have thrilled to the very thought of living under a Constitution created to establish justice, tranquillity, and general welfare!

Unfortunately, it is not necessary to go back to the Dark Ages to see how people have suffered from the brutality of either the tyrant or the mob. We know all too well what has happened in modern times when We, the People did not have the protection of a Constitution. I, The Dictator was the tragic answer and a world war the terrible result.

Americans should cherish and protect this great Constitution. It was far from perfect, that bygone day in Philadelphia, when our forefathers finished their work and

signed their names. But as we continue to study and to improve this document throughout the years to come, it will continue to be the world's greatest rampart in defense of liberty and justice.

Let us never forget the men who gave us our Constitution. Our thoughts should sometimes go back to Alexander Hamilton, the brilliant aristocrat, and to lanky James Wilson who insisted that people should vote directly for all their leaders. There was George Washington who kept order with his dignity and force of character during all the heated arguments.

One man died shortly after the convention. Wise old Ben Franklin had lived a long and useful life. Not many of his exact words at the convention have been recorded. We know enough about him to be sure that at every opportunity he was saying something like this, "Come on, fellows. Our team is going to lose if we keep fighting each other. If we want to win this game, we're going to have to hang together." Above everyone else, let us remember the man who was called the Father of the Constitution. That was the Virginia boy who couldn't play games. That was little Jimmy Madison who kept his brain in training until he was a champion in the greatest game of all—the eternal fight for liberty.



## A NEW NATION OF LIBERTY IS ESTABLISHED



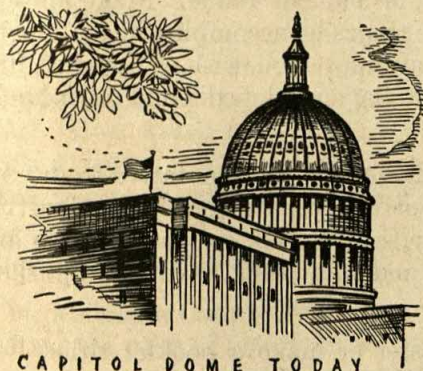
INDEPENDENCE HALL 1776

Thomas Jefferson wrote the Declaration of Independence. The Continental Congress adopted it.



CONSTITUTIONAL CONVENTION 1787

The men of the Constitutional Convention wrote the world's greatest document for freedom and justice.



CAPITOL DOME TODAY

Americans today should value and protect the ideas of liberty on which our democratic republic is founded. This is the best way to honor the heroes who created a new nation of liberty.



## WORKING WITH HISTORY AND GEOGRAPHY

### 1. All-time All-Americans of Early Times.

Benjamin Franklin	George Washington,	Nathan Hale
Patrick Henry	George Rogers Clark	Nathaniel Greene
Samuel Adams	James Madison	John Paul Jones

Every American should know these top people of our all-time history hit parade. Review this list well with quiz contests, discussions, and reports. In our next unit we will add the name of Hamilton. In later study you will also add other famous names as you learn more about the political history of our country. Your list would then include such noble names as Thomas Paine, Robert Morris, and James Wilson. There would be good reasons also for adding the names of many other fighting heroes such as Anthony Wayne, Francis Marion, Daniel Morgan, and Henry Lee.

**2. Cartoons.** One of the best ways to present ideas about the political side of history is by cartoons. You see these illustrations constantly in newspapers and magazines. On page 443 you will find some excellent suggestions on how to make cartoons. After you have studied the paragraph on cartoons, make one that will show one of the causes of the Revolutionary War.

**3. Floor Talk.** Prepare a floor talk in which you describe a colonial American of 1775. Explain why such a person was resourceful and ready to become a citizen of an independent country.

**4. Outline for Biography.** Select one of the firebrands of the Revolution: Patrick Henry, Samuel Adams, or Thomas Paine. Make an outline of this man's life emphasizing the things he accomplished for American independence. Illustrate your outline if you wish. You will find further information about these men in the encyclopedia and other books in your library.

**5. Home Discussion.** Find the name of the representative from your Congressional district to the House of Representatives. Also find the names of the two senators from your state. Talk to your parents and get a description of these legislators and what they have accomplished. Write a brief report of your findings.

**6. Poster or Booklet.** Draw a poster or make a booklet titled *Foreigners Fought for Freedom*. Include the names and nationalities of those who fought in the Revolutionary War. The flag of each country represented would add color.



**7. Article.** Write an article that might appear in a magazine in which you describe Washington's home at Mount Vernon.

**8. Short Play.** Write a skit entitled *First First Ladies*. In it tell the stories of Martha Washington and Abigail Adams. Present the little play to your class.

**9. Discussion.** Compare our system of creating territories and adding states with the colonial systems of other nations. Be ready to present arguments for our methods of organizing and governing new territories.

**10. Biography Chart.** Make a chart of the life of Benjamin Franklin similar to the one on page 238 illustrating the life of Washington.

**11. Geography and the Constitution.** Even today geography is a factor that strongly influences our lives and ideas. Write a magazine type article explaining how geography largely determined the views of the representatives to the Constitutional Convention.

**12. Patriotic Program.** Prepare a program for Bill of Rights' Week. You may refer to the Flag Day Program on page 440. If this week does not fall during your present course, leave your program with your teacher or the school librarian to be filed for future use.

**13. Chart.** Do you consider our system of giving equal representation in the Senate to small and large states to be a fair provision of our Constitution? Prepare a double-column chart in which you list all arguments for and against such a system.

**14. List of Amendments.** Make a list of all the amendments to the Constitution. Write a short paragraph explaining how each changed the Constitution.

**15. Challenge.** Find several suggestions for amendments to the Constitution that have been made in recent years. What does each suggest? How would each affect the lives of Americans? Which do you consider good? Write an article summarizing your findings and giving your opinion of each suggested amendment. Explain in your own words the procedure any one of these amendments would follow before it became part of our Constitution.

**16. Making a Constitution.** Since you have learned that the Constitution is "the rules of the American game," perhaps you might like to write a constitution for your club, class, or school. Remember, our country's Constitution was finally created because the makers were willing to compromise. Bear in mind, also, that it may be amended.



**17. Dramatizing Freedom.** Work with a committee of your classmates in writing short skits which dramatize the values of the freedoms guaranteed in the Bill of Rights. Present the skits to your class.

**18. Then and Now.** The Northwest Territory organized under the Ordinance of 1787 is a truly important part of America today. List some important cities and industries of this great section of America.

**19. Make a Reading List.** Work with a committee to make a list of books with a background of the Revolutionary War period. These lists may be left with your teacher for other classes or presented to the library. Write a brief review of each book. For example: *For King Or Country* by J. Barnes is a story of twin brothers who fought on opposite sides during the American Revolution. The student who reads this book will have a better understanding of the adventurous spirit of the days when America was becoming a nation.

**20. Minute Biography.** A good way to write a "snappy" review of a person about whom you have studied is to prepare a minute biography. After you have studied the directions for minute biographies on page 442, write similar minute biographies of other persons in this unit.

**21. Stamp Collectors.** There are some excellent commemorative stamps of this period of history.

**22. Current Events.** Are you keeping your current event period alive and interesting? Do you have a regular current event discussion at the family dinner table?

**23. Permanent Notebook Pages.** Don't forget to add to your permanent notebook pages: 1) Geographical Place Names, 2) Titles for Famous Americans, 3) Famous Sayings.

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

James Madison	judicial	domestic tranquillity
Gouverneur Morris	legislative	legislators
James Wilson	Constitutional	veto
Articles of	Convention	treaties
Confederation	liberal	Bill of Rights
critical period	House of Representatives	ratified
Ordinance of 1787	Supreme Court	petition
democratic	amendments	middle of the road
executive	compromise	Senate



## Unit Four

# Our Young Country Grows Up

*Chapter 11. Our Little Country Had a Good Father*

*Chapter 12. We Gain Respect as an Adult Nation*

*Chapter 13. Early Life in the United States*

The last unit was devoted to the study of our War for Independence and the creating of our Constitution. These two events were by far the most important chapters in the story of our young nation.

The fact that we had won our independence and had written a fine Constitution did not mean that our little country was to be successful. The fact of the matter was that in those early days we were not only little, but as a nation we also were very weak. Soon our first great President, George Washington, realized that we were to have many problems before we were to become a truly great nation of liberty. It was apparent that much had to be done.

The work of building the foundation for our young country was not as exciting as Revolutionary battles nor as thrilling as arguments over the writing of our Constitution. But it was extremely important that our country should have a good beginning if our nation was to continue to be *Freedom's Frontier* for the liberty-loving people of the world.

This unit is the story of how our little country grew up in its younger years. Here you will read how our first leaders met the problems of growing up. You will also read how our first American citizens lived, played, and worked in order that the blessings of democratic freedom in a republican government might belong to every American in the years and centuries to come.





In dignified grandeur the Washington Monument towers over the city that bears the name of the "Father of Our Country." (Paul's Photo)



## *Our Little Country Had a Good Father*

**Our Infant Country Takes Its First Steps.** The United States was truly a little country in the days of Washington. When that great man became our first President in 1789, there were less than 4,000,000 people in the thirteen states. Philadelphia, the largest city, had only 42,000 people. Our country was not only small, but it was also very weak. We were not as helpless as the separate, quarreling states had been under the Articles of Confederation, but we were certainly far from being a strong, grown-up nation.

In many ways our little country was like a small child growing up. Some of you probably can remember the growing-up process of bumps and falls. This is usually followed by a period when the older brothers or sisters get bossy, or the bigger neighborhood youngsters think a person isn't old enough to get into the games or go to the parties. One sometimes even gets pushed around a bit by the older group. That isn't all. We think of some very good ideas when grown folks are discussing prob-

lems, but sometimes we are expected to keep quiet. There are many heartaches, injustices, and dangers in growing up.

In the following pages you will read how our little nation went through the growing-up years. Historians might even write, "Now, when the United States was in the seventh grade—" But nations, as well as young people, finally grow up. Our young country reached a period when we were no longer afraid of the bigger "kids" of the world's neighborhood. It wasn't so very long before we were big enough and strong enough to speak right out at the table like any grown-up nation. There even came a time when we did a little bullying ourselves.

**The Young Country Had a Good Father.** Our young country certainly had a good father during its first growing years. The title, "Father of His Country," is in many ways a splendid one for George Washington. He watched the growing child with anxious care. It was a happy day, indeed, for the





**Washington Taking the Oath of Office.** On a balcony of Federal Hall in New York City, George Washington pledged to preserve, protect, and defend the Constitution of the United States.  
(Brown Bros.)

United States of America, when the plantation owner of the Potomac stood on a balcony of Federal Hall in New York City and took the oath which all presidents since that day have taken:

“I do solemnly swear that I will faithfully execute the office of the President of the United States, and will to the best of my ability preserve, protect, and defend the Constitution of the United States.”

Our country really started officially the 30th day of April in 1789 when Washington was sworn in as President. Senators and congress-

men had already been elected and had been working in New York, the first location of the capital. In elections since that time there have been many heated arguments about who was to be our president. Washington of Virginia was the first choice of every delegate chosen to elect our first leader. John Adams of Massachusetts received the greatest number of votes for second place and became our first Vice-President. Virginia and Massachusetts had been leaders in the fight for independence, and these two states were to furnish our country with its first six presidents.



One of the most important tasks Washington had to perform was to select good men to help him direct the executive branch of the government. By "executive" we mean one who "executes" or gets things done. The ability to select outstanding assistants is one of the most essential qualifications for presidents today. Write down in great big letters, with indelible ink, in your memory book that your first vote for president is going to be cast for a good leader who can select other good leaders to help him.

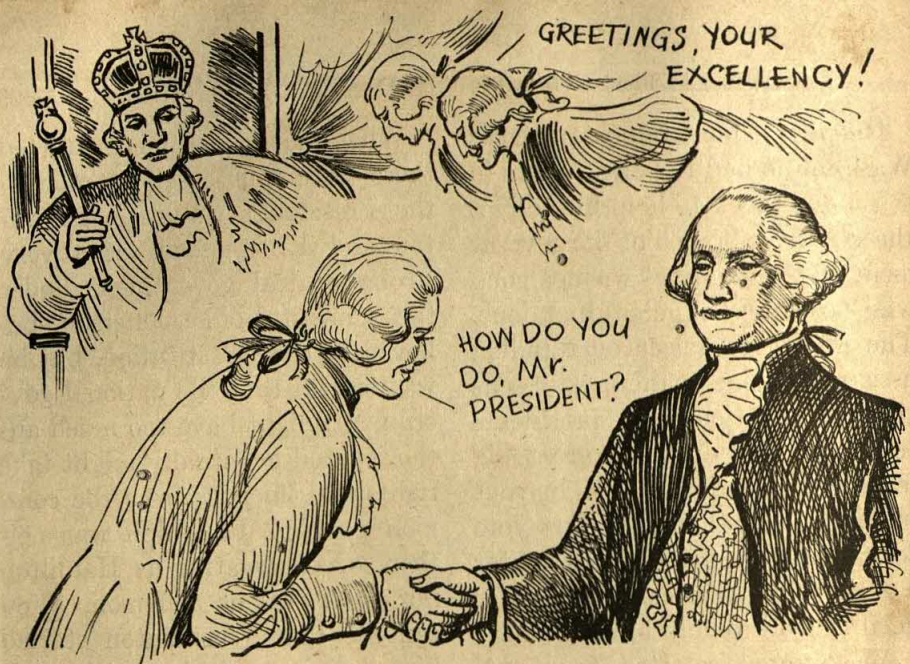
Washington selected four outstanding men to direct different branches of the government. Alexander Hamilton was chosen to head the Treasury Department. Edmund Randolph was appointed Attorney General. General Henry Knox was asked to take charge of the War Department. Thomas Jefferson returned from France to become our first Secretary of State.

Washington soon called these four men together for advice and counsel. Thus began the custom of forming a "cabinet" of assistants to help and advise the president. Other departments have been added since the days of Washington, such as the Department of the Interior in 1849, the Department of Agriculture in 1889, the Departments of Commerce and Labor in 1903. Now the President's Cabinet has nine Secretaries.

When our government started there were four excellent men in the President's Cabinet. Hamilton and Knox stood for a very strong central government under the Constitution. Jefferson believed in the Constitution, but he was fearful that the national government might have too much authority and eventually might take rights and liberties from the common people. Randolph was neither so conservative as Hamilton nor so liberal as Jefferson. You can see that Washington started his administration by getting advice from people with different viewpoints. And the viewpoints were certainly different! Two of his official family, Jefferson and Hamilton, soon quarreled so much that the family fight greatly taxed the patience of our country's father.

**His Majesty or Just Plain Mr. President?** George Washington had many things to decide that presidents today do not have to worry about. In general, our first President made such decisions very well. Some of those problems seem simple now, but Washington was greatly concerned because he wanted to get things started right. There had been no president nor any republican government any place in the world which Washington could copy. Our first leader





An important question to decide: Should our Presidents be like Old World monarchs or democratic New World leaders?

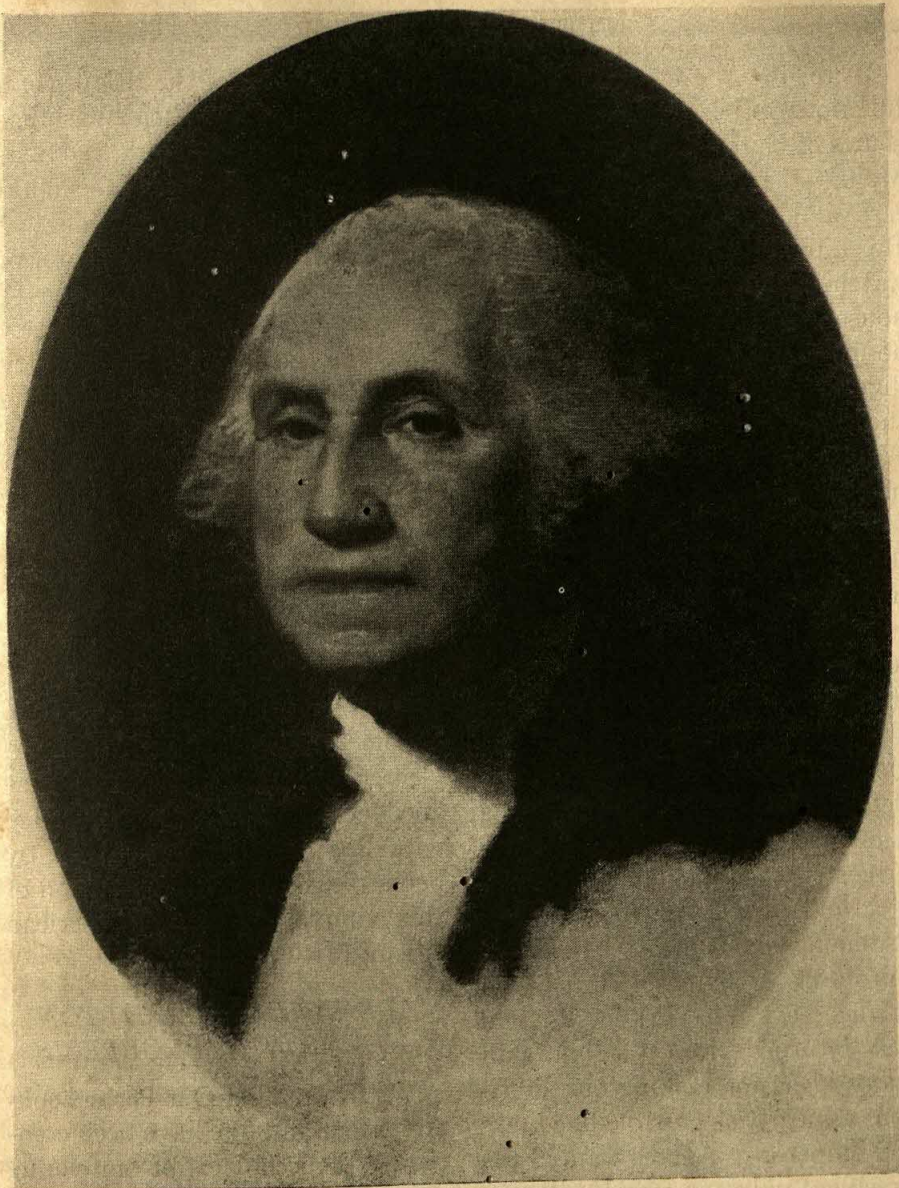
and his assistants were certainly starting a new experiment in the New World.

Was the President to have a royal court, or live like an ordinary citizen? Was he to be protected by a guard, or could anyone knock on the door and announce a desire to talk with Mr. Washington? And if that person asked to see the President, should he ask to speak to His Majesty, His Excellency, or to just plain Mr. President?

When George Washington arrived in New York to become President, he was welcomed in royal style. A regal barge with red curtains and satin awnings carried him across the Hudson. A magnificent imported cream-colored

coach drawn by six beautiful horses with blackened hoofs carried him in magnificent style on his trips around the city. There were ceremonies and receptions that must have looked like the court functions of Europe. Wealthy women wore elaborate costumes of silks and satins. Heads were covered by massive wigs with the powdered hair piled high. At one formal occasion a New York belle had feathers atop her high pompadour that caught fire from the candles in the chandelier. The clothing of the men was hardly less elegant than that of the women. Even democratic Thomas Jefferson wore a coat of bright scarlet with large, colorful buttons.





George Washington. This famous picture of Washington is a reproduction of a portrait painting by Gilbert Stuart. There are no photographs of our early leaders. (Handy Studios)



Were these government social functions to become like the royal courts of Europe's monarchies? At Mount Vernon Washington liked ease and relaxation in his home. He enjoyed entertaining guests and watching children at play in the house. He thought, however, that he must practice reserve and show dignity whenever he met people as the President of the United States. Washington was probably correct in his decision, but he soon began to receive criticisms from many of the people who thought he was trying to act like a king.

We know today that Washington was reserved and dignified, but that he had no intentions of acting like a king or of being one. Our first leader was generally calm and well poised, but he exploded in a burst of angry wrath when it was suggested that he could become a king and wear a crown. Our first President didn't want to imitate European monarchs. But John Adams, his Vice-President, had just returned from London with many ideas for making our President as nearly as possible like kings and emperors. Adams wanted the President to live in grand style surrounded by chamberlains and masters of ceremonies. Many wanted Washington addressed as "Your Majesty," "Your Excellency," or "Your Serene Highness," but he became known as "Mr. President."

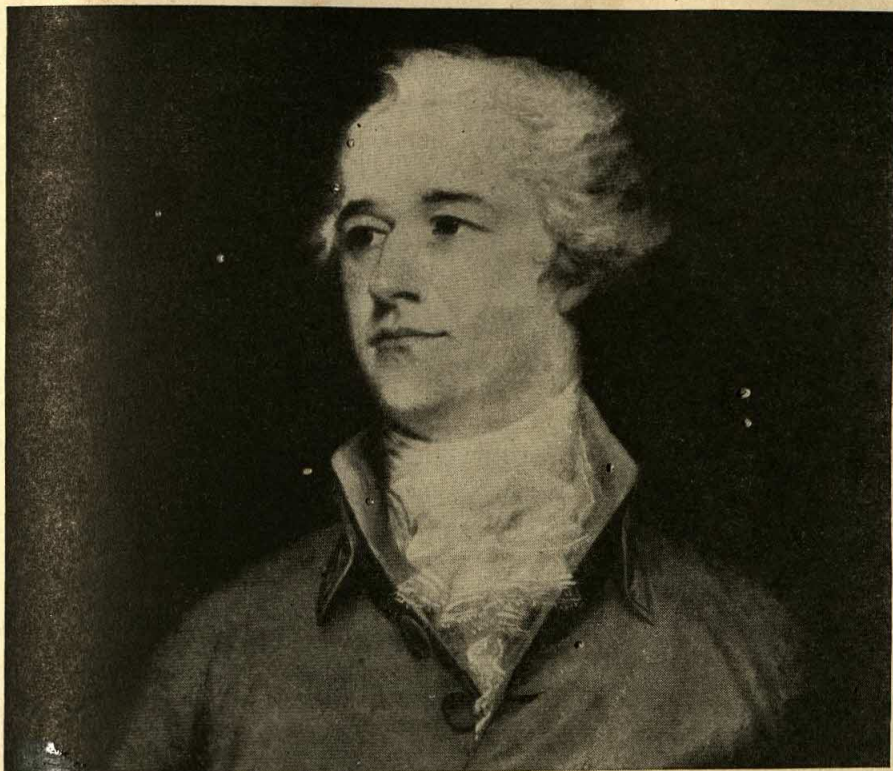
The question of the title was an important one. When Washington arrived in New York, the Senate already had decided he should be "His Highness, the President of the United States, and Protector of Their Liberties." The House of Representatives, however, knew that the people of the country would think that title sounded like an English king. This body of legislators addressed George Washington simply as "The President of the United States."

"The President of the United States" is exactly how you will hear our president introduced to this day. And when this leader is addressed directly, one uses the simple title of Mr. President. George Washington showed that good common sense was blended with his aristocratic nature by being pleased with the selection of this simple, common, American title of Mr. President.

### *ALEXANDER HAMILTON AND MONEY PROBLEMS*

**We Learn That Our Pocketbooks Are Important.** We have been comparing the problems of our young country with those of a growing child. That isn't easy to do as far as money is concerned. True, each of you should have the problem of earning and saving. Occasionally you have the big problem of getting money for a movie. But most





**Alexander Hamilton.** Our first Secretary of the Treasury was a brilliant statesman. This picture was made from a painting by John Trumbull. (Handy Studios)

young people are fortunate enough to have parents who take care of the real money problems: food, clothing, and a house to live in.

Parents can meet these expenses because they earn money with which to pay the bills. Our young country had plenty of expenses, but it hadn't been making any money with which to pay the bills. To tell the truth, the United States started out "dead broke." That's an embarrassing position to be in, as perhaps you know.

We shall find as we continue to study history that money, or finances, is one of the most important problems of a government. Sometimes the whole business sounds difficult to us, but there is no need to be afraid of such a word as economics. Economics means the science of wealth, or the things people own, such as houses, automobiles, or money. Your parents' economic problems, then, are simply how to earn money to buy things and to pay the bills.



The economic problems of your country and those of your parents are about the same. How can the government raise money to pay salaries of officials, expenses of courtrooms, and costs of wars? Your parents get money generally from salaries. Your government gets money from taxes. When parents or governments need more money than happens to be in the pocketbook, each one, generally borrows. Your parents usually borrow from a bank and pay back later when they have the money. The government borrows money by selling bonds which are really government IOU's. People who have money buy these bonds, and the government pays back later when it has the money.

**Alexander Hamilton, Our First Secretary of the Treasury.** Washington went a long way in solving our money problems when he selected Alexander Hamilton to be Secretary of the Treasury. Hamilton, you remember, fought in the Revolutionary War and shared with Madison the credit of starting the convention that wrote our Constitution. Hamilton's main argument for a Constitution was that the country was without money. Hamilton argued that a country without money doesn't have any power. Moreover, the brilliant young New Yorker knew

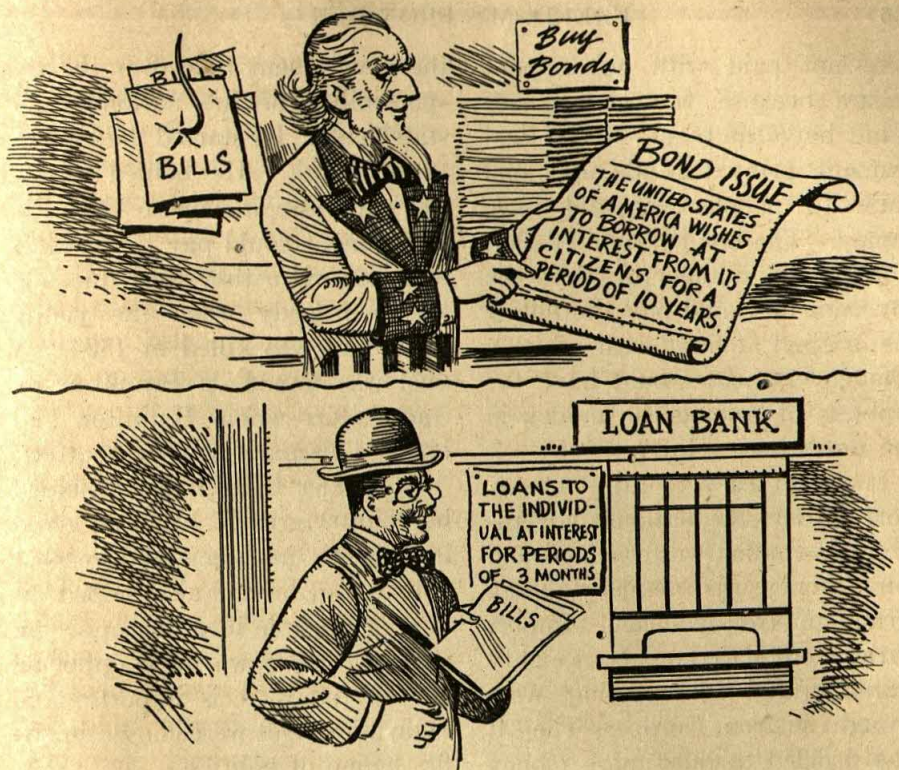
that a poor country would not have the confidence of its own citizens, nor the respect of other nations. Money, according to Hamilton, was the most important problem facing the United States at this time. He was probably correct.

Alexander Hamilton had a brilliant mind, and he also had the ability to work very hard on anything in which he was interested. He was desperately interested in having our country pay its debts so we could be strong and have respect. The job wasn't easy. Our national government owed about 54 million dollars. That sum sounds like small change today, but it was a staggering debt in 1789. Hamilton insisted that the new government pay these debts, most of which had been caused by the Revolutionary War. He won his point, and the government finally started to pay.

Hamilton was not content with having only the national debts paid. The various states also owed about 20 million dollars of war debts. Our first Secretary of the Treasury wanted the government to pay these debts also. This proposal raised a storm of protest. Some of the states had already paid their own debts and didn't see why every state couldn't do the same.

Men like Jefferson opposed the idea because they believed the national government had no business





**Economic Problems.** The financial problems of the leaders of our government and the heads of our families are much the same.

trying to solve state problems. Hamilton wanted the United States to have the credit of being much stronger than any state. He finally won his point by making a "deal" with Jefferson. All southern statesmen wanted the nation's capital located in the South. Hamilton agreed to locate the capital on the Potomac River if Jefferson and other southern statesmen would allow the federal government to pay the states' debts. Hamilton won, and the government took over the states' debts.

Hamilton still wasn't content with paying first the national debt and then the state debts. He also wanted a national bank through which the government could transact its business. Again he was successful, and the first United States bank was formed.

**Where Was the Money Coming From?** No one ever objects to the general idea of having debts paid. However, sometimes people object to being taxed to help do the paying. The federal and state debts



were not paid with government dollars because the government didn't have the money. The government printed bonds and sold them to people who did have money. The bonds promised that in a certain number of years the government would pay the holder the original amount with interest. The government would have the problem of getting the money in the meantime. How?

It wasn't easy to raise money. Fortunately, the national government had much western land and some money was raised by selling farms to frontiersmen. Import duties were placed on about eighty manufactured articles that were brought in from Europe. Then it was decided to raise more money by internal revenue. You can see that "internal revenue" means raising money within the country. Such taxes are used today in wartimes on many items such as theater tickets, soft drinks, and various other luxuries. Generally, internal revenue is raised only on such things as tobacco and liquor. Our first government placed a tax on whisky. Much of our national money today is derived from an income tax, but as you know, such a tax was not used until 1913.

There was no question but that Hamilton was one of the greatest of our early statesmen. He accomplished his main purpose of having

the government take over the responsibility of the national and state debts. He started the United States Bank. He helped devise ways to raise money so that the government could pay the holders of bonds when they were due. It was a tragedy when the young statesman was killed in 1804. A duel was forced on Hamilton by Aaron Burr whom Hamilton had opposed on many political matters.

Alexander Hamilton had helped his country greatly. He had given it strength at home and respect abroad, but he had also helped divide our people into two opposing parties. Since we have opposing parties today, it is important to know how sides were chosen in the first game of politics.

### *POLITICS IN THE DAYS OF WASHINGTON*

**There Are at Least Two Sides to Every Question.** Hamilton's activity in raising money to pay our debts and in starting a national bank resulted in dividing the country into two political parties. You have read how the different viewpoints of Aristocrats and Conservatives, as well as democratic Liberals were represented in the Constitutional Convention. They argued and debated during Washington's administration, and, as time went on, the quarrel grew more intense.



The two parties in the game of politics soon adopted names. Alexander Hamilton and many Aristocrats and Conservatives called themselves Federalists. The principal leader of the opposition was Thomas Jefferson, and his party became known as Republicans or Democratic-Republicans. Don't try to compare these groups with the Republican and Democratic parties of today, for many changes have occurred.

It is necessary to understand the origin of our first political parties. The Federalists were generally, though not always, merchants, bankers, large plantation owners, and city folks. John Adams, a Federalist, described his group as "The rich, the wellborn, and the able." On the other hand, the Republicans were usually tradesmen or farmers. People of this party generally lived in the agricultural South and West, whereas the merchants and businessmen of the Federalist party lived in the cities of the middle and northern states.

Both of the viewpoints of Federalists and Republicans sounded right when described by their own leaders. However, each side appeared to be terrible when described by their opponents, just as is the case many times today. When people get excited about politics, they are quite likely to consider their own side all white

and the other side entirely black. One of the great values of history is to be able to see that there are good points to each side of every argument—even political discussions. When we look at anything from a distance without tempers flaring and voices shouting, we are able to get a clearer picture of the truth. The picture is seldom all white or all black, but something in between.

### **The Federalists and Republicans.**

The Federalists frankly thought that the great mass of common people were not fully able to govern themselves. They pointed to France, for a Revolution was sweeping that country. The French Liberals who had overthrown the monarchy were unable to control the people. Radicals seized power, and then the mobs began to massacre people, much to the disgust of the Federalists in this country. Therefore, the Federalists were very sure that the common people of the United States should not have too much voice in the government. Leaders, according to the Federalists, should be people whom Adams described as "rich, wellborn, and able."

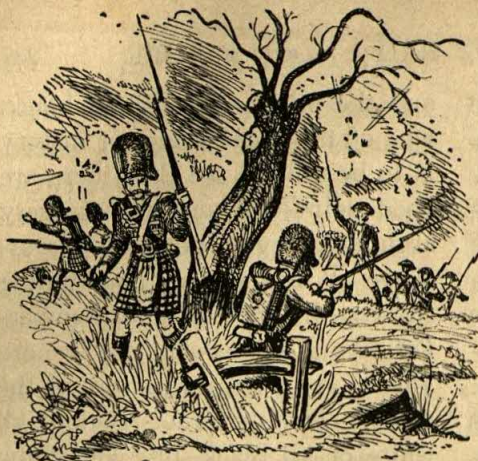
The Democratic-Republicans, on the other hand, began to criticize the government of the Federalists severely. The Republicans thought that the "rich and well-



## GEORGE WASHINGTON, FATHER OF OUR COUNTRY

### FIRST IN WAR

George Washington was a man of action. When only sixteen, he surveyed the wilderness land of Lord Fairfax, and at twenty-one undertook a difficult mission to a French fort on the Ohio River. Washington's services in the Revolutionary War are among the most valued contributions to our American history.



MARSTON HEIGHTS

### FIRST IN PEACE

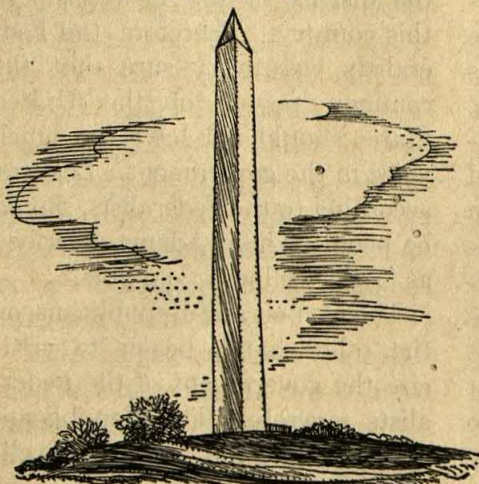
The quiet strength of Washington's personality was soon recognized by other leaders. He was chosen to preside over the meetings of the convention that wrote our Constitution. Washington continued serving his country as our first President. He was the only man ever to be unanimously elected to the office.



THE CONSTITUTIONAL CONVENTION

### FIRST IN THE HEARTS OF HIS COUNTRYMEN

From a distance of a century and a half we begin to appreciate the strength of character that enabled him to carry on in spite of the disappointments and sufferings. The white shaft that towers in enduring strength above the city that bears his name is a fitting memorial to our first great leader.



WASHINGTON'S MONUMENT



born" were getting richer and the poor were getting poorer. Hamilton's money measures were bitterly attacked. The poorer tradesmen and farmers reasoned something like this: "The wealthy Federalists own most of the national bank. The government supports this bank with our money so that the rich people are getting richer because of our taxes."

The opposition of the Republicans increased when the government imposed taxes to support the government. The tax on imported manufactured goods chiefly benefited the Federalist manufacturers, but increased the prices farmers and tradesmen had to pay for these articles. This problem was not very important at first, but it eventually became a great national problem as you shall study later. But when the government attempted to put an internal revenue tax on liquor, the farmers far back from the coastal cities rose up in what has been called the "Whisky Rebellion." George Washington had to put troops into the field to control the farmers who thought they were being taxed to support a government that was helping only the rich.

We see today through the pages of history that each side of that early political quarrel was both right and wrong. The Federalist Hamilton was correct in insisting

that above all else our country should be strong, pay its debts, and thus gain the respect and confidence of all. The Republican Jefferson was correct in maintaining that our country was founded on the proposition that all men were created equal and that the government should not favor the "rich, the wellborn, and the able."

Both sides were right, but both were also wrong. The Federalists were wrong in not realizing that this new country would produce some wonderful leaders from all walks of life, some of whom were neither "rich or wellborn." The Republicans were wrong in not realizing that the strong government of the Conservatives had perhaps saved this country from the anarchy that had swept France.

**Washington's Peaceful Retirement Was Brief.** During most of Washington's eight years as President, the capital was in the historic city of Philadelphia. Quarrels of the Federalists and the Republicans grew as time went on. Foreign troubles increased with each passing year. We shall study about these difficulties later in this unit. The quarrels and problems became a constant worry to our President. George Washington had always loved the plantation life of his Potomac home. We know with what reluctance he left that peace-





**The White House, Home of Presidents.** The White House was erected in 1800 and was first occupied by President and Mrs. John Adams. It was the first public building in Washington, D. C. (Ewing Galloway)

ful life as he mounted his horse and rode away to serve his country. He had done this many times: as a boy surveyor, a soldier in the French and Indian War, a delegate to the Constitutional Convention, Commander in Chief of the Revolutionary armies, and first President of his country.

Now, after two terms as President, he returned to Mount Vernon, but his days of peaceful happiness were short. The great leader died in 1799. He never lived to see the capital of our country moved to the present site that bears his

great name. Countless multitudes who have visited the capital since that time take occasion to go out to Mount Vernon and see that great historic shrine. There, in a tomb overlooking the peaceful Potomac, is buried the man who is destined to live forever in the hearts of all Americans.

**The Federalist John Adams Becomes Our Second President.** During the administration of John Adams our national capital was moved to its present site on the Potomac River, Washington, D. C.



The moving wasn't such a task as you might think. There were only a little over one hundred government employees at that time. Washington was only a tiny settlement in the woods. A few rough boarding places housed the legislators. A dirt footpath and not an elegant boulevard led from the capitol building to the residence that was later to be known as the White House.

Mrs. John Adams became the first "first lady" to preside over that famous home. John Adams was a Federalist and as President believed in having his office surrounded by pomp and ceremony. But it was said that before the presidential mansion was finished, Mrs. Adams hung her washing in the large audience room.

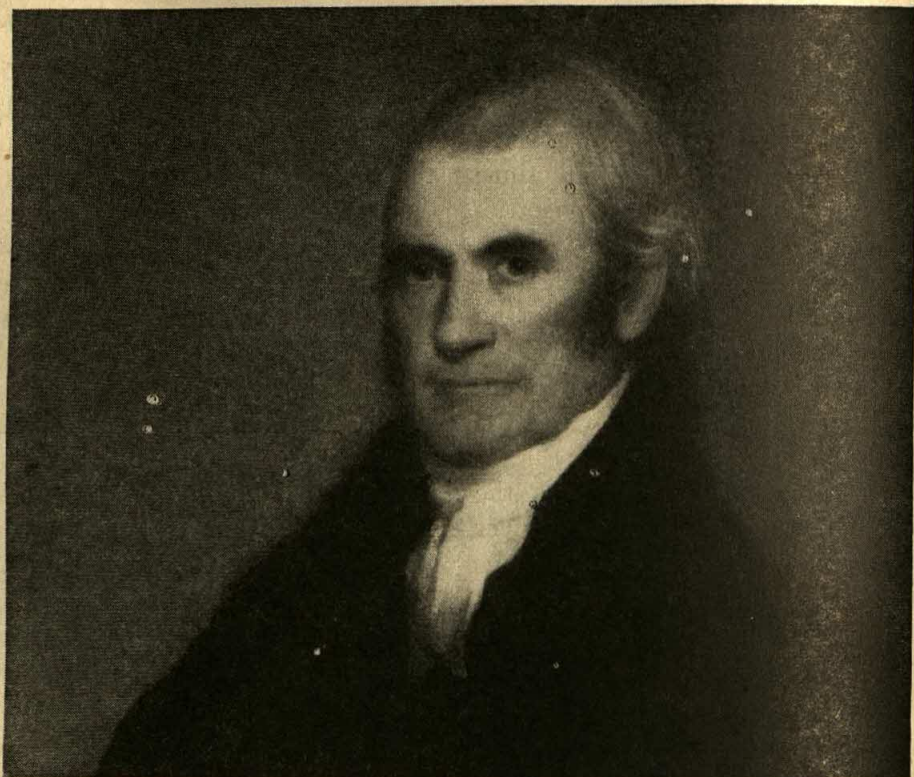
You recall that John Adams had done much for his country in the early days of the Revolution. He showed patriotism and courage. We should honor him for devoting his life's work to his country. It is true that Adams didn't have the personality of Washington to keep the leaders of the political parties working fairly well together. However, conditions were more serious during Adams' one term. The Federalists became very fearful of the Republicans. Many workmen were coming to this country from Europe, and most of them were against the aristocratic Federalists.

Two frontier states had been added to the Union, Kentucky and Tennessee. We shall study much about our frontier in the chapters that are to follow. At present it is enough to realize that the occupants of the frontier were for the most part poor farmers opposed to the Federalists of the eastern cities.

The Federalists were alarmed at the increase in the number of Democratic-Republicans. As a result of their fears, the government under John Adams passed two laws. First, these legislators increased from five to fourteen years the time necessary for a foreigner to reside here before becoming a citizen. This was called an Alien Act. Then the Federalists passed a Sedition Act imposing a heavy fine on anyone who would "publish false, scandalous or malicious writings about the President, Congress, or the government of the United States."

The Sedition Act proved to be the death of the Federalist party. Perhaps we today do not fully appreciate living in a country where there is complete freedom of political speech because we have never had anything but this freedom. Now people may express any political opinion except to urge overthrowing the government by violence instead of making changes by the American way of





John Marshall, Chief Justice. The work of this great leader of our Supreme Court did much to strengthen the power of our federal government. (Handy Studios)

voting. We think sometimes that ideas expressed in articles and speeches are wrong, and that many times they are in bad taste, but we also know that to suppress political opinions is likely to lead to dictatorship. That is exactly what Thomas Jefferson thought over a century and a half ago. That is why he had insisted on the Bill of Rights being added to the Constitution. So when editors were jailed or fined for criticizing the "ridiculous pomp" of President Adams,

Thomas Jefferson knew it was time for a showdown fight as to whether this country was to be a republic or not.

James Madison had become more and more a Republican since the days when he had helped write the Constitution. He now joined with Jefferson against the Federalists in the fight for free expression of political opinion. To tell the truth, many Federalists were opposed to the extreme measure of the Sedition Act. Hamilton



thought that it was the start of tyranny. The Act didn't live long enough to start tyranny, but it did give Jefferson and Madison a good battle cry with which to defeat the Federalists. When the next election was held, the Democratic-Republicans elected Thomas Jefferson the third President of the United States.

Just before John Adams left office, he performed one of the best acts that had yet been accomplished for our government. He appointed a Virginian, John Mar-

shall, to be the Chief Justice of the Supreme Court. We will no doubt study more in later years about this man who many think was our greatest jurist. Marshall served his country for many years. His opinions had much to do with deciding many of the laws that govern our country today. Marshall's main opinions were that the federal government should be stronger than the state governments, and that the Supreme Court should have the power to decide whether or not all laws are Constitutional.

## WORKING WITH HISTORY AND GEOGRAPHY

**1. Bulletin Board Chart.** Make a diagram for your class bulletin board comparing Washington's Cabinet with the Cabinet of the President today. Give the names of the members of the Cabinet and their official duties in each case.

**2. Patriotic Program.** Prepare a program to be presented on Washington's Birthday. See Flag Day Program, page 440.

**3. Storytelling.** Tell the story of the trouble between Alexander Hamilton and Aaron Burr which ended in the famous duel. You will find information in an encyclopedia or in other history books.

**4. Floor Talk.** Explain to the class why John Marshall should be included in a list of great Americans.

**5. Newspaper Editorial.** Imagine that you were a Democratic-Republican newspaper editor during John Adams' administration. Write an editorial expressing your views of the dangers of the Alien and Sedition Acts.

**6. Challenge.** Find out all you can about the French Revolution. In what ways was it like ours? In what ways was it different? What factors do you think caused the difference? Present your findings to the class in a floor talk.



**7. Story of a City.** Write an article telling the story of Washington, D. C. Explain why it was located in the South, the part played by Major L'Enfant, who designed the city of Washington, and describe the capital in 1801.

**8. List of Washington Place Names.** Make a list of all the cities, states, mountains, etc. in the United States that have the name of Washington. Consult several encyclopedias.

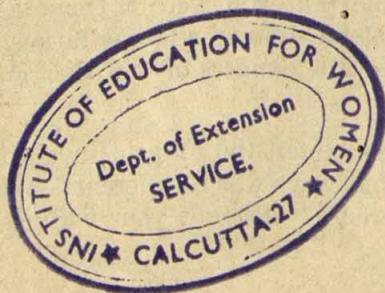
**9. Travel Talk.** Present a travel talk in which you tell about a visit to Washington's home at Mount Vernon as it is today.

**10. Interview.** Present an interview patterned after modern radio programs in which Martha Custis Washington and Abigail Adams each tells the story of her life. You will find material in the library about these two first ladies.

**11. Bulletin Board Display.** From time to time a committee should make bulletin board displays for patriotic occasions. We suggest that such a display, or a series of displays be made for topics of this unit such as Washington's Birthday, Declaration of Independence, the Constitution, etc. Notice the reproduction of such a display on page 440. Be sure to read how the display was made on page 441.

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Alexander Hamilton	internal revenue	anarchy
John Marshall	Federalists	unanimously
qualifications	Democratic-Republican	pomp
Cabinet	politics	Sedition Act
economics	political parties	Alien Act





## *We Gain Respect as an Adult Nation*

**The Father of American Democracy.** Our country had a number of good fathers in our young years. There was Washington, the Father of His Country, and Madison, the Father of Our Constitution. Thomas Jefferson has rightly been called the Father of American Democracy. Not since the days of Roger Williams had anyone stood so firmly or worked so faithfully to establish full freedom and full rights for every American. Thomas Jefferson has many times been included with Washington and Lincoln as one of the three most outstanding leaders of our nation.

Jefferson did many notable things for his state of Virginia and for our federal government. Three accomplishments are outstanding. We have already learned in the first chapter of Unit Three that it was his clear mind and literary skill that produced our Declaration of Independence. In the next unit of this book we shall learn how he purchased the vast territory of Louisiana for the United States. More important than land,

and even more important than the Declaration of Independence, were the ideals of liberty for which Jefferson worked so vigorously.

Thomas Jefferson had a deep devotion to the common man, but he was a most uncommon person. He was highly educated for his day, and could speak a number of foreign languages. During his years as President and later when he retired to Monticello, he liked to gather a number of intellectual men around his table for brilliant conversations. He appeared to be able to converse expertly on almost any subject, and continuously studied geography, geology, botany, and medicine. He was an expert mathematician.

Jefferson studied agriculture all of his life, and kept accurate daily notes on the weather and on the production of food crops. He had great faith in anyone who was a farmer, and once said, "The small landowners are the most precious portion of the state." Thomas Jefferson loved land. Eventually he owned nearly 10,000 acres of Virginia soil.





**Monticello, Home of Jefferson.** This beautiful home was designed by Thomas Jefferson. Here, after long service to our country, the great Liberal retired to study and to improve agriculture.  
(Courtesy Virginia Conservation Commission)

During this period men who like Jefferson were fortunate enough to possess large estates and liberal education, were generally considered aristocrats. But in spite of his many advantages, Jefferson never lost sight of his chief purpose in life which was to bring to every person equal rights and equal opportunities. He wrote those ideals brilliantly in the first part of the Declaration of Independence. He fought for ideals of religious freedom in Virginia, and he carried his democratic ideals with him as he became our third President. He was reported to have arrived

for his inaugural ceremony in plain clothes without the elaborate coach of Washington and Adams. There were no royal ceremonies during the administration of Jefferson.

The Federalists were alarmed at the election of a Republican who believed in the common people. It was predicted that this election would "ruin our commerce, end efficient government, and destroy the social order." Everyone soon found out that a democratic leader does not have to be a radical one. Jefferson made changes slowly. He econontized in government spending and soon had our national



debts cleared. The country was prosperous during his first term of office and he was overwhelmingly re-elected. During his second term he began to have trouble with foreign countries, as had Washington and Adams before him.

Before we leave Thomas Jefferson, let us look once more at that tall, large-boned, ruddy-faced, sandy-haired Virginian in his retirement after the Presidency. Unlike George Washington, he had many years of happy reward for his long life of service, and like all people who have accomplished great things, his reward was to do some more work. In retirement he set himself to the task of organizing the University of Virginia because he thought the future of our country depended upon the education of its citizens.

Jefferson enjoyed these last years at Monticello. The great man of democracy would spend hours in his garden checking various seeds and experimenting with a variety of plants. Hundreds of friends came to visit and take part in the brilliant conversation around his table—so many friends indeed that Jefferson spent most of his money feeding them.

He lived until the year 1826. By that time he knew that the frontier he had purchased for his country was being rapidly settled by farmers in whom he had such

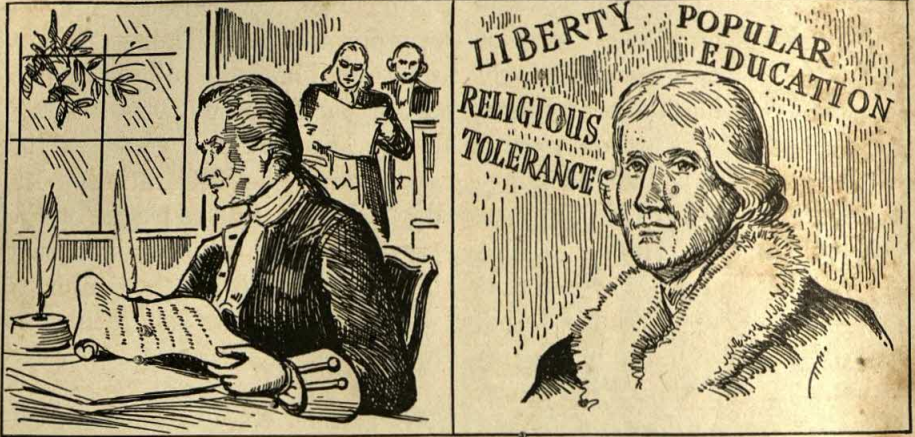
faith. How very strange, and yet appropriate, that Thomas Jefferson should have died on the Fourth of July as his country was celebrating the fiftieth anniversary of the adoption of the Declaration of Independence. And so passed on the great American who a half century before had written the words to whose purpose he had dedicated his life:

"We hold these truths to be self-evident—that all men are created equal; that they are endowed . . . with certain inalienable rights; that among these are life, liberty and the pursuit of happiness."

**A Fight Is Forced on Peaceful James Madison.** James Madison, our fourth President, served his country from 1809 to 1817. Indeed, this Virginian had been serving his country for many years. To tell the truth, Madison's best service to his country was before he became our President. The work that Madison did on our Constitution and the Bill of Rights was the outstanding achievement of his life.

Madison's administration was disturbed by troubles with foreign countries. It is unfortunate that those were not peaceful years. Quiet, thoughtful Madison should have had all his time for improving his country's laws. His pretty, charming wife, Dolly Madison,





Thomas Jefferson was selected to write our Declaration of Independence because of his great devotion to ideals of liberty.

In Virginia, Jefferson worked for popular education, and waged war against aristocratic control and religious intolerance.

### *Thomas Jefferson, Third President*

should have been able to devote her time to entertaining statesmen, diplomats, and their wives. We had been having trouble with other countries since the days of Washington. These difficulties increased until we were finally involved in a war during the administration of Madison.

The foreign troubles of our first four presidents were largely because other nations had little respect for our own small, feeble country. The difficulty started during Washington's administration. France and England began one of their many wars in 1793. France expected our support be-

cause of the help we had received from that nation during our own Revolutionary War. But many of our people had become disgusted when the French Revolution got out of hand and became a reign of terror. Altogether it seemed unwise for us to get into a European fight. Washington, with the advice of his leaders, decided to stay neutral as far as European wars were concerned. This angered the French minister, Genêt, who tried to recruit help for France in our country in spite of Washington's decision to stay neutral.

Washington's decision to keep out of the quarrel between Eng-





President Jefferson had great interest in the western frontier. He purchased the vast Louisiana territory and sent Lewis and Clark to explore to the Pacific.

Thomas Jefferson retired to his home at Monticello where he continued to study many subjects and engage in agricultural experiments.

### *Champion of Democracy*

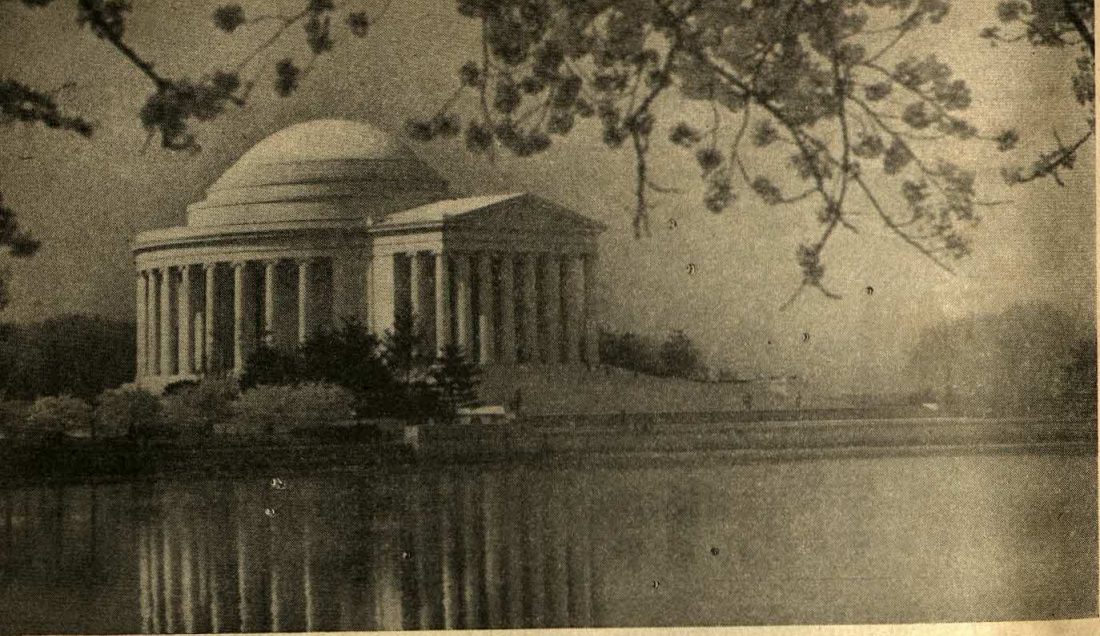
land and France was approved by most of our leading statesmen. Edmond Genêt, however, went right on fitting out vessels in our ports to fight the British. Washington could not stand for this defiance by a foreign minister and demanded that Genêt be recalled.

Washington also had trouble with England. We had ended our war with Great Britain, but there were continuous difficulties along the Canadian border where American settlers claimed that British fur traders were encouraging the Indians to make trouble. Also, our frontiersmen wanted to ship prod-

uce down the Mississippi River. However, Spain would not allow Americans to have complete freedom to use the Spanish port of New Orleans. This aroused the settlers of the Ohio Valley.

There was trouble with France, trouble with England, and trouble with Spain! Moreover, those countries were in turn fighting each other and attempting to involve the United States in those quarrels. Small wonder that the parting advice of Washington as he left the Presidency was for our country to remain neutral and stay completely out of the politics of European countries.





**The Jefferson Memorial, Washington, D. C.** The architecture of this memorial is similar to that used by Jefferson in his home at Monticello shown on page 246. (Ewing Galloway)

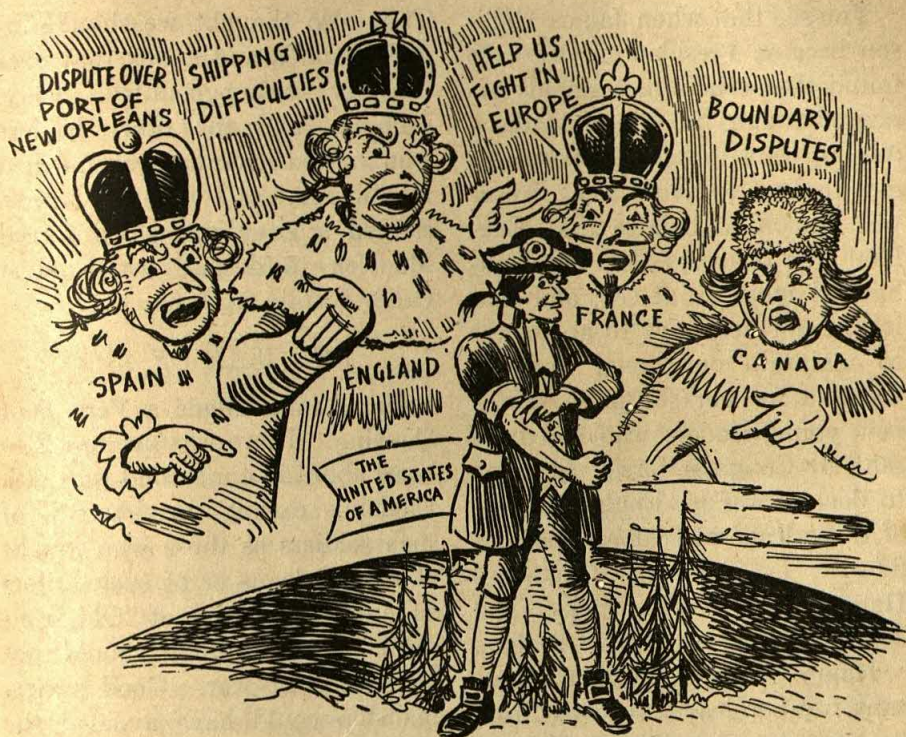
**Our Foreign Troubles Increase.** These foreign troubles increased during the terms of John Adams and Thomas Jefferson. Our representatives to France were treated with disrespect. From 1798 to 1800 we were actually fighting French ships at sea whenever we met them, although a war was never declared.

Our shipping difficulties with England became worse. During the European wars our own ships did a profitable trade with each of the fighting nations. The pay and living conditions of our sailors were better than those of other countries. Consequently, many seamen deserted their own ships and became sailors on American vessels.

This was particularly true of the British. England, therefore, began to stop and search our vessels and take men from our ships. Such action was bitterly resented by captains of American vessels.

In 1807 an American ship named the *Chesapeake* was fired upon and severely damaged by an English vessel. The British were hunting for seamen, who, they claimed, had deserted. The *Chesapeake* did not have her guns mounted and was unable to fight back. The unprovoked attack on our ship created great indignation in our country. We were already beginning to see that Washington's advice to stay away from European quarrels would not completely solve our





**Foreign Troubles.** Our young country was in constant difficulty with other nations.

foreign difficulties. We might stay away from European difficulties, but we couldn't be sure those troubles would stay away from us.

Some of our foreign difficulties were solved by Thomas Jefferson. We shall study in the following chapters how the great Champion of Democracy purchased from France the Louisiana territory west of the Mississippi. The purchase solved one big problem because it gained for us the port of New Orleans.

Our problems at sea were not over, however. Great Britain was determined to rule all the oceans, and did not hesitate to stop or even to fire upon our ships. Jefferson tried to overcome the difficulty by placing an embargo on our foreign trade. An embargo meant that all foreign shipping from our ports was stopped. About all this accomplished was to cripple our own business and bring much criticism on the government from our merchants.



You see that when James Madison became President in 1809, he found that others had already arranged a fight for him. Madison did not want to fight anybody and did his best to avoid war. There was reason to believe that England was ready to stop her high-handed methods at sea, and that it was not necessary to go to war to maintain our honor and get freedom for our shipping. Some new young leaders who had been sent to Congress forced Madison to declare war on England. Two of those leaders became important figures in American history—Henry Clay of Kentucky, and John Calhoun of South Carolina.

Henry Clay was the first important frontier leader to come from beyond the mountains. He and other frontiersmen were convinced that the British were stirring up Indian trouble in the borderlands of the United States near Canada. In 1811 the governor of the territory of Indiana, William Henry Harrison, defeated the Shawnee Indians at the battle of Tippecanoe. The frontiersmen were positive that these Indians were supplied with British powder.

Henry Clay had the frontiersman's scorn for foreign countries and people. These frontiersmen thought it was about time that we raised an army and put the British fur-trading posts out of business.

They also thought we should invade Canada and annex that vast territory to our country. Clay, Calhoun, and the other leaders who wanted a war have been called the "war hawks." The war hawks created a situation which forced Madison to declare war against Great Britain in June, 1812.

### *THE WAR OF 1812*

**Our Armies Made a Very Poor Showing.** There was not much to boast about in our second war with England, except the bravery of such soldiers as those who fought at New Orleans or of such sailors as manned the guns of "Old Ironsides." Our country should not have been at war. Good statesmanship could have avoided the conflict. Our generals were for the most part unfit for field service. Our army was weak, and only a very small number of volunteers answered their country's first call. Many of the states refused to allow their militia to be used for the national defense. Many New England merchants openly opposed the conflict because it harmed their shipping and called it "Mr. Madison's War."

Our first land efforts ended in failure and disproved the boasts of the war hawks that a few frontiersmen could march into Canada and easily conquer that country. We did plan to invade Canada, but



many of the militiamen refused to leave their own states. In the first important engagement General William Hull surrendered Detroit to the British without a struggle. This defeat left all of the Northwest Territory exposed to British and Indian attack. William Henry Harrison finally defeated the British in the Northwest, but in the meantime our pride and reputation on the frontier borders had suffered much.

Our poor fortune on land continued. Part of the state of Maine was occupied by British troops. Our most humiliating defeat came, however, when a small force of British landed near Washington and routed the American militiamen who tried to oppose them. James Madison was one of the greatest lawmakers of all time, but he was, alas, also one of the poorest war presidents we have had. Dolly Madison hastily packed some belongings, among which, fortunately, was the original copy of the Declaration of Independence. Then the worried President, his wife, and the government officials fled from the capital. The British entered the city, and before they had departed a number of our public buildings had been burned. When the charred home of the President was finally repaired and repainted, it became the White House.

Before the British left the area of Chesapeake Bay, they attacked Fort McHenry at Baltimore. That engagement gave us one of the few incidents of the entire war that we can remember with pride and satisfaction. A young lawyer, Francis Scott Key, had boarded a British warship to ask for the release of an American being held by the enemy.

Francis Scott Key and his friend were detained on the British ship during the day and night that Fort McHenry was bombarded. Key was patriotic and he watched with anxiety during the night while the rockets glared and the bombs burst over the American fort. So great was his relief when at dawn he beheld the American flag still flying over the fort, that he composed a poem which was later set to music. This was the stirring song, "The Star-Spangled Banner," that Congress in March, 1931, adopted as the national anthem of the United States.

**Naval Victories of the War of 1812.** Our failure to win any decisive victories on land was offset somewhat by some notable sea engagements. The first fighting ship built for the United States Navy was named the *Constitution*. Perhaps many of you have seen this famous old fighting ship where it rests as an historical monument





**The *Constitution*.** This was one of the greatest fighting ships of our naval history. "Old Ironsides," as she was called, played a gallant role in the War of 1812. (Ewing Galloway)

near Boston. "Old Ironsides," as her sailors called her, proved to be one of the great fighting ships of our naval history.

Early in the war the *Constitution* sailed out to sea and engaged a British warship, the *Guerriere*. So skillfully did "Old Ironsides" sail and so manfully did her sailors fight that the first important naval contest of the war resulted in an American victory. It was about time our people had some good news to take their minds from our defeats in the Northwest, where Detroit had just been surrendered to the British by General William Hull without a fight.

Our naval victories continued to prove that the fighting spirit of John Paul Jones in the Revolu-

tionary War was to become a tradition for the American navy. It soon became evident that the control of Lake Erie was vitally important in the protection of our Northwest. Thereupon, Commodore Oliver Hazard Perry recruited a motley band of New England sailors and frontier riflemen and went to the shores of Lake Erie where he actually built his own small navy. Cannon were hauled overland and the woodsmen cut trees for the hulls and masts.

In September, 1813, Perry's group of sailing ships put out on the lake and engaged the British fleet. Perry's brief, historic message tells how that battle ended. "We have met the enemy and they



are ours; two ships, two brigs, one schooner, and one sloop." Perry's message was not the only famous slogan that came from the naval engagements of that war. When young Captain James Lawrence was mortally wounded on the ship *Chesapeake*, he is reported to have given a fighting slogan that our navy has used to this day, "Don't give up the ship!"

Still another naval victory raised American spirits after a land defeat. The month after the British burned the capital buildings in Washington, a young officer, Thomas MacDonough, won an important victory on Lake Champlain. The British had dispatched a large army from Canada. This force hoped to conquer New York State with the aid of British ships already stationed on the lake. MacDonough won a decisive victory on Lake Champlain and the British were forced to retire to Canada.

**Who Won the War of 1812?** It is difficult to say who won the War of 1812. Neither side was completely victorious either on land or at sea. As soon as the fighting had well started, it was apparent that neither side really wanted the war. Many of the Federalists of New England were vigorously opposed to a war which was killing sea trade. A secret convention

was called at Hartford, Connecticut, while battles were still being fought, to protest against the war. In Washington, President Madison became alarmed at the rumor that the New England states were planning to leave the Union. Even our own war hawks lost some of their enthusiasm and soon realized that we would have no easy conquest of Canada. •

There were few great victories to rally our national spirit. The one really notable land victory was won by our frontiersmen under the brave pioneer leader, Andrew Jackson. • He decisively defeated the British at New Orleans. We shall read more of that engagement when we study about Jackson in a later chapter. But New Orleans really didn't count in our box score of victories. The battle was fought two weeks after peace had been signed in Europe. A cable message or an airplane would have stopped that battle before it had started.

Modern communications might even have stopped the entire war. You recall that it was said that England was ready to end her policy of interfering with our shipping. Action was taken in this regard in London, but the news reached Washington after war had been declared. Great Britain had nothing to gain by the war. It has often been said that the only one





The War of 1812. The British burned the capital and shelled Fort McHenry. Other engagements are shown from Lake Erie to New Orleans.



to profit was Napoleon who at that time was trying to establish himself as a dictator of all Europe. Napoleon was glad that the War of 1812 kept England occupied while the French conqueror tried to crush the nations of Europe.

No one really won the war. Many writers have thought that both sides lost. Our own country certainly lost the opportunity to learn a lesson from the conflict. We were miserably unprepared for the war, and as a result men were lost that might have been saved. But we were to have other more costly wars before we learned that lesson.

The actual treaty in 1814 did not settle any major problem, but the way was prepared for treaties which were signed in 1817 and 1818. These treaties established the boundaries between Canada and the United States and guaranteed that there were never to be any fortifications.

It has been well over a century since that Christmas Eve in 1814 when the first treaty was signed at Ghent, Belgium. Since that time Great Britain and the United States have settled their differences in a civilized manner at the conference table rather than by bloodshed on the battlefield. So perhaps we can say that the War of 1812 ended in a great victory of common sense for both sides.

## *THE UNITED STATES BECOMES AN ADULT NATION*

### **We Grow Up and Speak Out.**

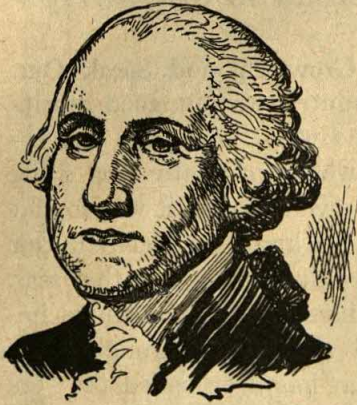
Our country was in good spirits after the war. Our pride was restored when we finally won a big battle—even though it was fought after peace had been declared. Our ships again could sail the seas. Trade increased and business improved. We went through a period that has been called the “era of good feeling.”

Madison's Secretary of State, James Monroe of Virginia, was elected President and served from 1817 to 1825. The Federalists had almost disappeared from our political life, and Monroe, a Democratic-Republican, was re-elected for his second term with only one opposing vote. It has been said that this one vote was cast so that George Washington would be the only President elected unanimously. James Monroe was followed in turn by his Secretary of State, John Quincy Adams of Massachusetts (1825-1829). Adams has the distinction of being the only son of a President also to occupy the White House. His father had been our second President.

Monroe and Adams were the last Presidents who had vivid memories of the Revolutionary War. James Monroe as a young soldier had rowed across the Dela-



## OUR PRESIDENTS



GEORGE WASHINGTON  
1789-1797

First President. Planter from Virginia. Commanded our armies in the Revolutionary War. With fortitude and courage, held on until final victory. His recognized strength, while President, helped to establish our young country on a sound basis. Called the "Father of Our Country."

JOHN ADAMS 1797-1801

Second President. Federalist. A lawyer from Massachusetts. Served as our first Vice-President. Appointed John Marshall our Chief Justice. Alien and Sedition laws passed.



THOMAS JEFFERSON  
1801-1809

Third President. Democratic-Republican. Plantation owner. Wrote our Declaration of Independence. Served his state of Virginia and our country in the cause of democracy. Interest in frontier shown in the Louisiana Purchase, Lewis and Clark Expedition, and the National Road.





## OUR PRESIDENTS

### JAMES MADISON 1809-1817

Fourth President. Democratic-Republican. Virginia. Served his country best by his work on our Constitution. War of 1812, during which the city of Washington was captured and burned, took place during his administration. A protective tariff passed. Internal improvements begun.



### JAMES MONROE 1817-1825

Fifth President. Democratic-Republican. Virginia. Served his country as Senator and as representative to Europe. His administration called "era of good feeling." Florida acquired. Missouri Compromise passed. Issued doctrine against further European colonization of the New World.

### JOHN QUINCY ADAMS 1825-1829

Sixth President. National-Republican. A member of the famous Massachusetts Adams family. Much foreign experience. Really wrote the Monroe Doctrine. Democratic and Whig parties formed during his administration.







**The Monroe Doctrine.** The young New World decided that it was old enough to speak out at the table of nations.

ware River with George Washington on that cold, historic, Christmas night before the Trenton battle. And John Quincy Adams was one of the Boston boys who watched across the narrow waters as files of redcoats marched to fife and drum up a hill that we have miscalled Bunker.

James Monroe and John Quincy Adams were also the last two of our first six presidents who were educated, cultured gentlemen of the eastern coast. During the term of Adams a new party was formed which continues to this day as the Democratic party. And the

leader of that party who followed Adams as our seventh President was Andrew Jackson from the Tennessee frontier beyond the mountains.

The names of James Monroe and John Quincy Adams are used together because one of the most important actions of our first six presidents (1789-1829) was performed by these two men working together. This was the declaration of the Monroe Doctrine. Monroe was President and his name was given to the statement that has become so important in foreign affairs. His keen-



mined Secretary of State, John Quincy Adams, was really responsible for the historic statement.

This is how we came to adopt the foreign policy called the Monroe Doctrine. You have just read that foreign troubles during the days of our first four presidents finally resulted in war. Our difficulties did not cease during the terms of Monroe and Adams, but a big change did take place. Other nations were forced to listen to our opinions. We began to demand respect—and to receive it.

This change in foreign attitude was due largely to the fact that we were beginning to have much more confidence in ourselves. We hadn't decisively won the War of 1812, but it was plain that we were too far away to be defeated by any power. Our little country was rapidly becoming a big country as our frontier was pushed steadily south and west.

The Monroe Doctrine was a statement about the relations of Old World nations and the new countries of the Western Hemisphere. During the period we have just studied, many countries south of us had been following our example and declaring independence from European oppression. One country after another fought for and obtained independence from Spain. We shall study more about

these events in later chapters of our history. It is enough to remember for the present that these revolts alarmed the monarchs of Russia, Prussia, and Austria who were fearful that this idea of liberty would spread to all peoples. Monroe and Adams expected these monarchs would give aid to Spain in reconquering such new republics as Colombia and Argentina.

It was at this time that John Quincy Adams prepared the famous statement that Monroe made in his message to Congress in 1823. That statement simply said that no European nation was ever to make any further conquests of any territory in either South or North America. The Doctrine stated that in return, our country would not interfere in the affairs of the nations of Europe.

There comes a period in the growing-up process when one is big enough and important enough to speak out at the table. Our little country had reached that period. With the Monroe Doctrine we had spoken out at the conference tables of the world's nations. We had served notice that we had confidence and respect in ourselves and that we expected other nations to respect our voice in the future. Our young school days as a little country were over. We were becoming a grown-up nation.



## WORKING WITH HISTORY AND GEOGRAPHY

1. **Patriotic Program.** Prepare a program to be presented on Jefferson's birthday. See Flag Day Program on page 440.

2. **Article.** Write an article entitled "A Visit to Monticello" such as might be published in a magazine.

3. **Illustrated Chart.** Prepare an illustrated page on Jefferson's life similar to the one of Washington on page 238.

4. **Illustrated Booklet.** Make an illustrated booklet about the Jefferson Monument. See suggestions for the Washington Monument on page 195.

5. **Pictorial Chart.** Prepare a pictorial chart showing the development of the United States Navy from the time of John Paul Jones up to the present. Perhaps you should decide upon a scale for the ships so that increase in size may be correctly presented.

6. **Storytelling.** Tell the story of "Old Ironsides" up to the present. Be sure to explain where the ship may now be seen. Read the poem "Old Ironsides" to the class.

7. **Fighting Words.** Make a collection of famous short messages that were spoken during wars. An example would be, "Don't give up the ship!" Try to include as many modern ones as you can find. Be sure to identify the spokesman in each case.

8. **Challenge.** Even today people speak of Jeffersonian Democracy. Decide what is meant by this term. What other presidents of our country agreed with Jefferson in his ideals? How well were they able to make them work during their administrations? Present your findings to the class in a floor talk.

9. **Map.** Draw a map showing where the battles of the War of 1812 were fought. Those in which the Americans won might be lettered in blue, British victories could be shown in red lettering. See page 432 for suggestions that will help you when you are making maps.

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Francis Scott Key

William Henry Harrison

Commander Oliver Hazard Perry

James Monroe

era of good feeling

John Quincy Adams

Captain James Lawrence

The Star-Spangled Banner

Monroe Doctrine

embargo

neutral

volunteers

war hawks

"Old Ironsides"

John Calhoun



## *Early Life in the United States*

**The People of Many Countries Settled in America.** We have been studying about important people, such as our first six presidents, and historic events, such as the writing of a Constitution and waging wars. Too often we think of history as only a record of famous people and important events. But the work and play, the education and amusements of all the people are just as important as national documents or battle campaigns.

In order to know what the people of early America were doing, it is important to remember who those people were. We already know something about our early Americans. We know that European settlers found scattered Indian tribes and that they were driven west as more and more immigrants arrived from the Old World. We shall read about the unhappy experiences of the native red men in a later chapter in this book. We also know that most of those first settlers in the New World came from England. That point is clear when we recall that such colonies as Georgia, Virginia, Maryland, and Massachusetts were settled largely by Englishmen.

When we recall the reasons why these early immigrants came to our country, we get a good idea of the kinds of people who settled our nation during the period of our first six presidents. Some came because of poor harvests in the Old World. Others came because their businesses failed in the markets of England and the stores of Europe. Most of these people were energetic. They were not satisfied with the poor conditions under which they lived in Europe. They were willing to take a chance in a faraway, strange New World.

Many people came to our country, as you remember, because they would not submit to religious persecution or other unjust laws. When we think of this reason, we recall such people as the Pilgrims and Puritans of New England, the Quakers of Pennsylvania, or the Catholics of Maryland. Most of these people were of good stock. They were industrious, thrifty, and independent in their thinking. These groups included farmers from Scotland, craftsmen from the mills of England, and middle-class tradesmen from the many towns of the British Isles.



Many other groups came to America to help build this land of liberty. Peasants from the farms of Ireland settled on clearings in the New World beside Swedish farmers and Swiss dairymen. German peasant farmers joined in the westward march. Not all of these people were able to get farms in America, although the price of a dollar or so for an acre seems ridiculously low to us today. Many of these people became laborers in the seaports, factories, and on canals along the eastern seacoast.

One of the interesting groups of early Americans were the Scotch-Irish. Many Scotchmen had been moved to northern Ireland by England about the time that Virginia was made a colony. Many of these people had an unhappy time in northern Ireland, and so a number of boatloads of Scotch-Irish Presbyterians sailed for the New World. The Scotch-Irish were a hardy, adventurous lot, and soon they pushed inland through the valleys of the Appalachians, and were among our best frontier Indian fighters.

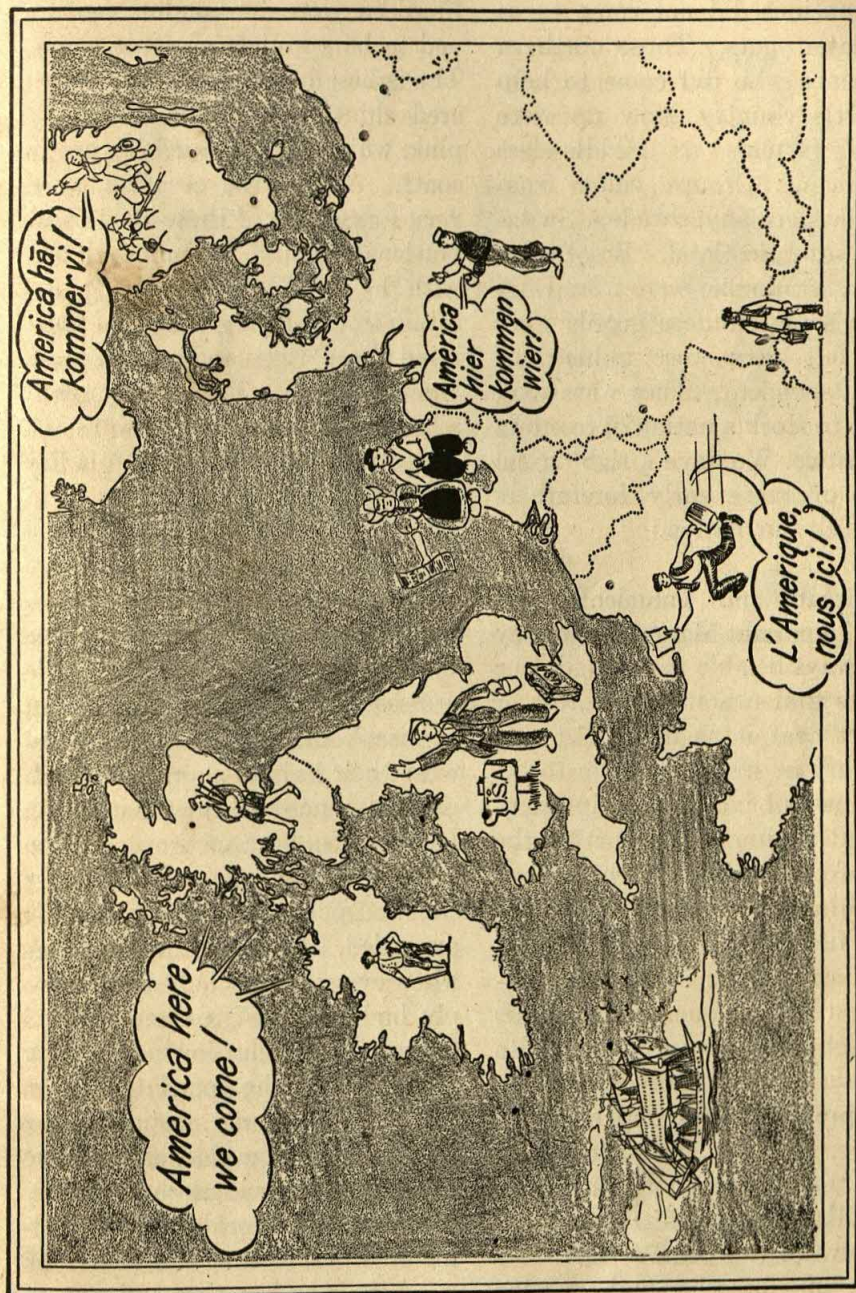
While a great portion of our early population were thrifty people, we would not have a true picture unless we knew that many were also poor, not to mention others who were shiftless. It was estimated that before 1820 a fourth of the population of New

York City lived miserably in garrets, cellars, or back-yard shanties. A large number of the city's men were in jail, most of them imprisoned for debt. Even many of the hardy pioneers, who established farms in the dangerous Indian country of the backwoods could not be said to have been model citizens. Many of these frontiersmen loved independence so much that they didn't want to be bothered with any kind of laws. But we can still safely say that the greater part of our early settlers were excellent people.

There were people of many countries coming to America during our first years, but the total number was not really great until a later period. This unit about the beginning of our country includes the forty years from 1790 to 1830. We started our new nation in 1789 with about four million people. At that time the largest population was in Virginia. In the first forty years of our country's history, probably not many more than five thousand people came to this country each year. A century later, fully that many sailed to *Freedom's Frontier* in a single day.

We shall study more about these New World people in later chapters of our history, but we will remember that our little country started largely with people from northern Europe. People from





America, Here We Come! Our little country was settled largely by people from northern Europe. They sought freedom away from an Old World of hard times and oppression.



other nations did not come to us until later years. Those northern Europeans who did come to help our little country grow up were largely farmers or middle-class tradesmen. Groups came from Ireland, Germany, Sweden, Switzerland, and Scotland. But by far the largest number were from England. Some of these people were poor, but they were industrious and independent. They were good people to stock a nation of freedom and justice. We have a right to be proud of these early forefathers who built our nation.

**Petticoats and Pantaloon and Other Important Matters.** We may not always be able to persuade our parents that a new party dress or a sport coat is as important and necessary as we think them to be. But clothes have been an interesting and an important part of the lives of our people. We have read something about the clothes and home furnishings of colonial people. Many of the styles were unchanged during our first years as an independent country. In spite of the fact that our forefathers were proud to be independent of Europe, they still copied for many years the dresses and pantaloons as well as the buildings and the furniture of the Old World.

The knee breeches and the blue satin waistcoat that Benjamin

Franklin wore to London continued to be popular for some years. The ladies' dresses were often flowered chintz over many layers of pink, white, yellow, and blue petticoats. And if the occasion were very formal, all of these skirts and petticoats would be billowed out with the aid of large hoops. In addition to this heavy weight of feminine finery, rings and many bracelets were worn. Then to complete a beautiful picture to please themselves (and the men), some ladies daringly began to use a very little bit of rouge which in those days was called paint.

There was a distinct change in the clothes of the people after 1800. The elaborate high head-dresses of pompadour wigs began to disappear, and ladies began to wear their hair in short bobs with ringlets much as they do today. Dresses, too, became simpler. The great hoops and layers of heavily starched petticoats were gradually discarded. Then there came a day when every young lady "just simply had to have" a short-waisted dress with a long flowing skirt in order to be in the very latest style.

The men finally decided they too should change clothes, and, like the women, their ideas came largely from the Old World. It was during this period that the men took off their knee breeches and put on pantaloons. For a time there was





Costumes Worn During an Early Period in the United States

great opposition to the new, daring idea of wearing long trousers. Some schools in England marked students absent who were brave enough to attend classes in these peculiar long trousers. Perhaps the men of the New World were braver because the new style rapidly became popular here. Men don't seem to have had much time to think of new ideas in clothes, for these pantaloons or long trousers have been the style for a century and a half.

Men and women alike began to discard their powdered wigs. The Republicans or "commoners" were the first to oppose the heavy wig dusted with powder. These demo-

cratic people of the New World, no doubt, became tired of hot wigs on their heads and powder down their necks when all this discomfort was endured merely to look like so many lords of Parliament. Thomas Jefferson wore his hair short without even attempting to part it. James Madison refused to powder his hair, but he did tie it in a small queue at the back of his neck. It is said that when Madison was elected President, one barber bemoaned the fact that the day was gone when gentlemen powdered, and that a sad day had come to the land that would elect a President with a queue no bigger than a pipestem.



The result of these changes in clothes and hairdress can be seen in the preceding illustration. You will be particularly interested in looking at the boy and girl on page 267 to see what they were wearing in those early days. Little Miss America of 1820 might "get by" in your class without too much comment by the others in your grade. But we are afraid that if the boy in the illustration came into your school with those pretty little satin things, he would receive some very special attention. These children's clothes have been called Kate Greenaway costumes.

**Settlers Built Homes in the New World.** We have read that one of the most important things about the English settlers was that they all wished to build homes in America. Just as in the case of styles in clothes, our early Americans copied the kinds of houses and other buildings that were popular in Europe. This was particularly true of the homes of the wealthy. Homes of the well to do had the highly polished, ornate furnishings that were popular in London. We copied mirrors and crystal chandeliers from the French. Our best furniture maker was Duncan Phyfe who worked during the days of Washington and Madison. Duncan Phyfe made exquisite furniture from mahogany that was

much like the finest chairs and tables being produced in England.

Gradually, however, people began to adapt their homes to conditions in America. The wide verandas and well-ventilated halls of the southern homes were designed to provide shade and protection from the heat. On the other hand, our New England builders wanted homes that would be warm in winter. The narrow eaves let in the scant winter sunlight, and doors and windows were made small because of the cold northern wind.

You recall that after Jefferson became President, people stopped using the powdered wigs of Europe thinking that a plain hairdress was more democratic. Some of our people at this time not only declared independence in hairdress but, also attempted to get away from European architecture. This was especially true of Jefferson, who, as you remember, was a champion in the business of declaring independence. However, even Jefferson wasn't completely independent for he copied the buildings of ancient Rome and Greece. You will see in the picture of his famous home, Monticello, on page 246, the triangle and the pillars which make it look more like a building of Rome or Athens than an English manor house. Much of this same archi-





**Williams House, Deerfield, Massachusetts (above) Oak Alley Plantation, Louisiana (below).** These photographs show how types of architecture developed because of different climates in the North and South. (Brown Bros.)



ecture can be seen throughout the South today and in many public buildings in our nation's capital.

Again, lest we get a wrong idea of our early forefathers, we must remember that not all homes were decorated with French finery, furnished with Duncan Phyfe chairs, or copied from some classic building of ancient Greece. Most of our early people had modest homes with simple but sturdy furniture. Many poor people of the cities lived in hovels, as you have just read. A large proportion of our population lived in rude homes on farms. We shall soon read that during this period, when our forefathers were building our new little country along the seacoast, many others were pouring out onto the western frontier. Pioneer homes were generally as crude as those of the early colonists. Their simple furniture was rough and home-made, and their clothes still were, for the most part, homespun or of leather.

### Art and Music in Early America.

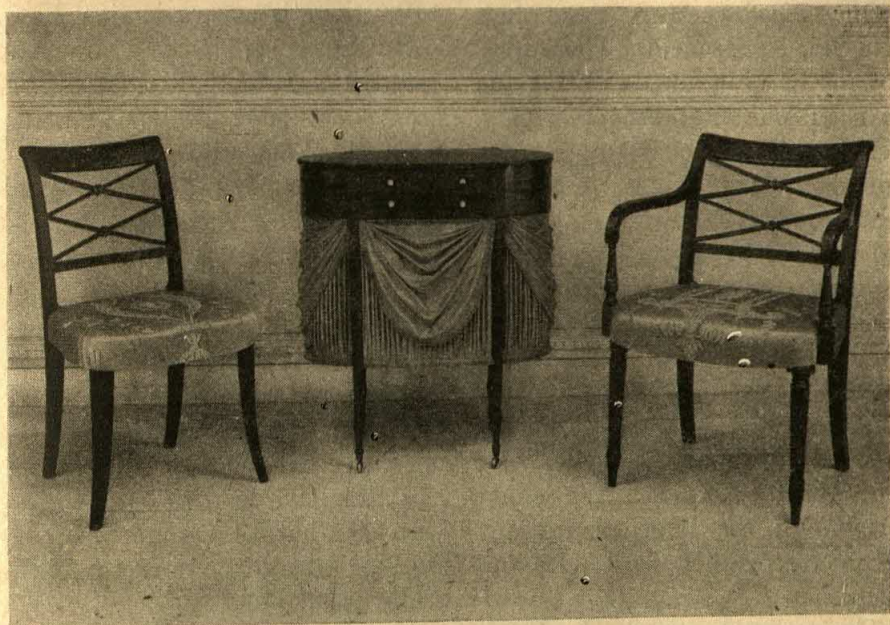
There was not a great deal of development in the cultural life of the people during the years of our first six presidents about which we are now studying (1789-1829). It is true that the first public high school was established in Boston in 1821. Iron printing presses had just been invented in Europe and

were being used in our country to increase the production of newspapers and books. You recall that Jefferson with his interest in education gave attention to schools and the founding of libraries. The most important development of education and printing came at a later date, and so we shall study about their development in later chapters.

There was also little development in art and music during the first forty years of our new Republic. Various arts, as our dress and buildings, were largely copied from Europe. The only way a painter could earn money was to paint portraits of important people. Portrait painting was very popular in England at that time, so it was natural for our painters to have copied the style of European artists.

It is rather fortunate that our best artists did so much portrait work in those early years. Gilbert Stuart's paintings include most of the important historical people of that period. You can see his painting of George Washington on page 231. Had we not had such painters as Stuart and John Trumbull, we would have little idea of the appearance of our first great leaders. It was not until the time of Lincoln, Lee, and Grant that photography began to give us a record of history.





**Duncan Phyfe Furniture.** Some of the most attractive furniture of our history was made in early days by Duncan Phyfe. (Courtesy Metropolitan Museum of Art)

The people of our young Republic probably found as much enjoyment in singing as we do, even though they did not have much art or many good books and newspapers. No doubt their songs would not rank very high on our modern "hit parades." But then, our hit parade songs of today will probably get little except loud laughs in another century. You can get some idea of the type of popular songs of early America when you know that George Washington had a favorite song, popular in his day, called "The Way-Worn Traveler."

Not all the ballads and songs were sad. People of the early Republic thought the following song a lot of fun. Indeed, our band played it when Cornwallis surrendered at Yorktown.

"If buttercups buzz'd after the bee,  
If boats were on land, churches on sea,  
If ponies rode men and if grass ate the  
cows,  
And cats should be chas'd into holes  
by the mouse,  
Then all the world would be upside  
down."

That may not be your idea of a comedy lyric, but it greatly pleased your historic forefathers.



**Our Hard-working Forefathers Had Few Amusements.** There were not many amusements during the days of our first six presidents. People were too busy to be entertained. Many things, moreover, that you consider entertainment did not even exist. There were few theaters and those few playhouses usually presented serious English plays. The well to do raised horses and loved to ride. This meant that there was an occasional fox hunt, particularly in the South where the gentlemen farmers of the large plantations gathered together to follow the hounds.

The ordinary people, however, had little in the way of commercial or organized amusements. There were few games to play or even to watch. The games that were played were generally of the type where every man or boy was for himself, just as it had been in colonial times. When groups got together, the men might have a wrestling match or a foot race while the women looked on in admiration from a distance. There were some sports which you might recognize today. Ninepins and shuttlecock were played, and some people became interested in archery. A game of "Fives" closely resembled handball. Of course, ice skating and sleighing have always been fun in the winters of the North.

We sometimes wonder just how Americans ever lived without a baseball or a football game. Our great sports have developed largely from school athletics and there was little in our early life in the way of school sports. Then, too, Americans had not yet learned the value of teamwork. People didn't work together in those days as well as they do now. Much of the attitude and spirit of co-operation that has made Americans strong has developed in recent times. Modern boys and girls have learned on the athletic field that it takes many people working together to accomplish really great things.

Hunting and fishing were favorite leisure occupations, although these activities were little sport for the farmer who hunted to drive off destructive animals or fished to provide food. It is interesting to know, however, that at that time city dwellers began to take trips to the country to hunt as a recreation, just as people do today.

The "bees" of colonial times were continued and these parties usually ended in a square dance with fiddler and figure-caller. We also might remember that in the days of Jefferson and Madison there were exhibitions of good animals such as sheep and cattle. This was the start of the modern fair. Even in those early days the people not only looked at the prize



stock, but they also enjoyed singing and listening to orations. The big event ended with an "agricultural ball."

Once in a long, long while a circus came to town. No, you wouldn't recognize it as a three-ring circus under a big top. Our early circus didn't attempt to "show for your entertainment, ladies and gentlemen, elephants, lions, or unbelievable freaks of nature." At best the average circus had only two or three wagons with a half dozen performers who exhibited horsemanship, and did some gymnastic tumbling.

### EARLY AMERICAN INVENTORS

**Samuel Slater Gets "A" in Memory Work.** Americans have always been good at inventing and making things. People of many lands have admired our ability to construct everything from the infinitely delicate devices of a bomb-sight to our huge skyscrapers and immense bridges. We started rather early at this business of being the world's best builders. In the very same year of 1789, when Washington was inaugurated as our first President, Samuel Slater, an ingenious young Englishman, landed on our shores. If you wish to add to your list of American "fathers," you can call this person the Father of American Man-

ufacturers. That is the title many people have given to Samuel Slater.

Samuel Slater had been an apprentice in an English cotton mill from the time he was fourteen years of age until he finished his apprenticeship at twenty-one. Instead of attending junior high school and college, young Slater got his education by learning the business of spinning cotton thread. We know that his hours were long and his pay little, but he must have been an unusually intelligent pupil as later events were to prove. English millowners knew how to spin thread and weave materials by machines, but they were very careful to see that no plans of their precious machines should reach the colonies. English manufacturers wanted to control this industry, and it was against British law to take either machines or plans from their country.

When Samuel Slater finished his apprenticeship, he decided to find his fortune in the New World, and departed for America. It would have done the British authorities no good to have searched the young man for forbidden plans, because none would have been found. Slater had the plans for a cotton-spinning machine, but they were in his head. Arriving here before the United States was one year old, young Slater was employed at



once to build from memory a machine that would comb and spin cotton thread.

Slater was successful in the difficult task of reconstructing a cotton-spinning machine. He did the work entirely from memory, not only designing the parts but also constructing them as well. The machines actually worked. This amazes engineers today when they see his machine of handmade parts. The mill was successful. There had been other attempts to build spinning machines, but this was the first successful spinning frame to be constructed in America. The spinning of thread and the weaving of textiles grew rapidly into a large business in our country.

Soon a Boston man, by the name of Francis Lowell, duplicated the feat of Slater and brought plans from England for a cotton-weaving machine. Lowell not only spun the thread but he also wove the cloth with a power loom. From these new machines came rolls of finished cloth in but a fraction of the time it had taken the hand looms. A great new occupation had come to our country.

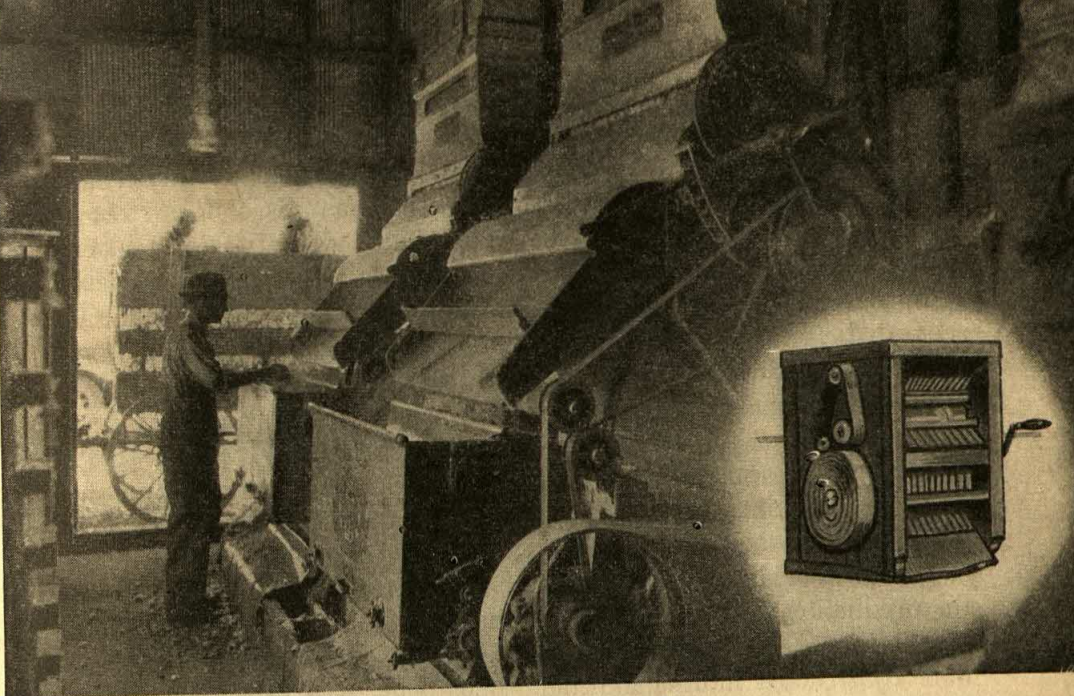
**The Story of Eli Whitney.** Probably the inventor and builder who had the greatest effect on early American life was a New England man named Eli Whitney. Whitney was born in 1765 which, you

might remember, was the year the English government passed a stamp tax for the colonies. During the ten years preceding the Revolutionary War, little Eli was more interested in other things than taxation without representation. Like many New England boys, young Whitney was learning to make things.

You recall that colonial people had to make their own gadgets and conveniences if they wanted to have any. If Eli wanted a toy or any other plaything, he was told to go and make it himself. That was exactly what this Massachusetts boy did. Young Whitney even made a very good violin when he was twelve years old, and, like many an American boy since his day, Eli decided to improve his father's watch by taking it apart. However, unlike most other young Americans, Eli managed to get the parts together again. That feat was remarkable, but the fact that the watch ran better than before places Eli at the top of our boys who have repaired their fathers' watches—without permission.

New violins and old watches were just a beginning. After Eli Whitney worked his way through college at Yale, he went south to become a teacher in Georgia. Another person was given the job before Whitney arrived, so our young inventor accepted the hospitality





**The Cotton Gin of Eli Whitney.** Whitney's little machine made history while it cleaned cotton. His original model is shown beside a modern cotton gin. (Ewing Galloway)

of Mrs. Nathaniel Greene, widow of the hero of so many Revolutionary War battles. Whitney was soon inventing little household devices for this southern home on the Savannah River.

When Mrs. Greene saw Whitney's talent for inventing household conveniences, she introduced her young guest to a group of southern gentlemen who had a serious problem to solve. The cause of their worry was the fact that Slater and other men were beginning to build cotton mills that could spin cotton faster than the plantation owners could separate the cotton lint from the seed. If

these men had lived today, they would have said that a "bottle-neck" was holding up production. What they probably did say to Whitney was, "A slave can clean only about one pound of cotton each day. The new mills up north are crying for more and more cotton. If we could only find a faster way to separate the lint from the seeds we would all be rich. Can you invent something that would help the cotton growers?"

Eli Whitney did make a machine in those weeks of 1793. His work was so important that we can also say he made history. His cotton machine was really very sim-



ple. A cylinder was constructed with short wire teeth. The cylinder was turned by hand, the wire teeth pulled the lint from the cotton seeds, the lint was pulled through small holes, and was thus separated from the seeds. The problem was solved.

The handmade, hand-driven cotton engine, or gin as it became known, was a wonderful success. A single workman now cleaned fifty pounds instead of one pound of cotton each day. In ten years the production of cotton increased 17,000 times. More cotton mills were constructed in England and New England. Many plantation owners in the South stopped growing rice, and even tobacco, in order to put in more acres of cotton. One young man had built a simple machine and the lives of thousands of people had been changed.

**An Idea More Valuable than a Machine.** Eli Whitney was able to get a patent for his cotton gin in 1794. A patent law had been passed by our first Congress in 1790. That law stated that the owners of the patent would have the sole right to manufacture and sell the patented invention for fourteen years, but Eli Whitney had endless trouble trying to stop other people from illegally making his cotton gin. Court costs used up the profits from his invention.

It is not important to us that Whitney was unable to become wealthy from his famous cotton gin. But it was very important for history that the active mind of the mechanical inventor turned to other problems. Whitney soon had a government contract for 10,000 muskets. That was a lot of guns to make in a period when a single workman slowly turned out the fifty separate parts of each gun and then fitted them together.

Eli Whitney set to work improving his machines. He hired more workmen and trained them to make each part so perfectly that it would fit into any gun of that type. Then Whitney decided that each part would be manufactured better and faster if a mechanic made only one "special" part rather than attempting to make all the parts of the entire gun. The idea of "specializing" was the thing that was more valuable even than the invention of a new machine.

When Whitney decided to have his workmen specialize, he began the idea that has made American manufacturing world famous. You can see by the descriptions given what is meant by the expressions "interchangeable parts," "standardization of parts," and "division of labor." Eli Whitney really began something the day he decided to have one workman make nothing else but triggers while another



man was to specialize on barrels. We know today that because of this same idea of "specialization" and "interchangeable parts," the American factories produce anything from typewriters to automobiles at a rate that amazes the world—and sometimes ourselves.

The work of Samuel Slater and Eli Whitney gave America a good start in inventing machines with which to carry on the work of our people.

We might also remember the contribution of Charles Newbold who was the first man to have a patent on an iron plow. This patent was granted in 1797 which was the year John Adams became our second President. Since most of our people were farmers in the early days of our country, you can easily imagine how important a good plow was to the well-being of our first American citizens.

Most of the building of iron and steel machines, however, came after the period of our first six presidents about which we are studying in this unit. We shall, therefore, read later how America became a steel giant with the aid of the brains of our inventors and the industry of our workmen.

It is difficult sometimes to determine who have been our greatest Americans. When we make lists of famous people, we are too apt to think only of statesmen or

generals. There is no record of whether or not Samuel Slater or Eli Whitney ever made a notable speech, such as did Patrick Henry. Neither one ever wrote a famous document as did Jefferson, nor led troops as had Nathaniel Greene. But scientists, inventors, and builders accomplished great good for countless people. You had better put both Slater and Whitney down on your history hit parade. They were certainly all-time all-Americans.

### *EARLY AMERICANS START GOING PLACES*

**The Story of Fulton's Folly.** Shortly after the Revolutionary War, and about the year 1787 when our great Constitution was written, a man by the name of John Fitch was convincing everybody that he was not quite mentally right. Fitch's trouble lay in the fact that he spent his time, and what money he could raise, in building models of boats that were to be propelled over the water by paddles operated by steam power. John Fitch spent years trying to develop a practical steamboat. About all he received for his efforts was the ridicule of those from whom he attempted to get assistance. In 1790 this pioneer of invention actually made some real passenger runs on the Delaware River from Philadelphia. His boat



was a queer-looking contraption forty-five feet long with four paddles at the stern moved by power from a crude steam engine. Yes, Fitch actually made his boat run. The speed was slow and the breakdowns were numerous. Instead of marveling at a new idea that was to mean so much to our country's progress, people continued to laugh at poor Fitch.

John Fitch was a pioneer, however, just as much as the first settlers in Carolina were pioneers. Both suffered hardships and both met with many failures, but both the frontiersmen who explored new land, and the frontiersmen who explored new inventions, were followed by others who accomplished more in a much easier fashion. John Fitch, who struggled against opposition and ridicule and who finally ended his disappointed life as a suicide, was followed by Robert Fulton. Fulton developed the steamboat in such a successful way that scores of such boats were soon carrying passengers and freight over our large rivers.

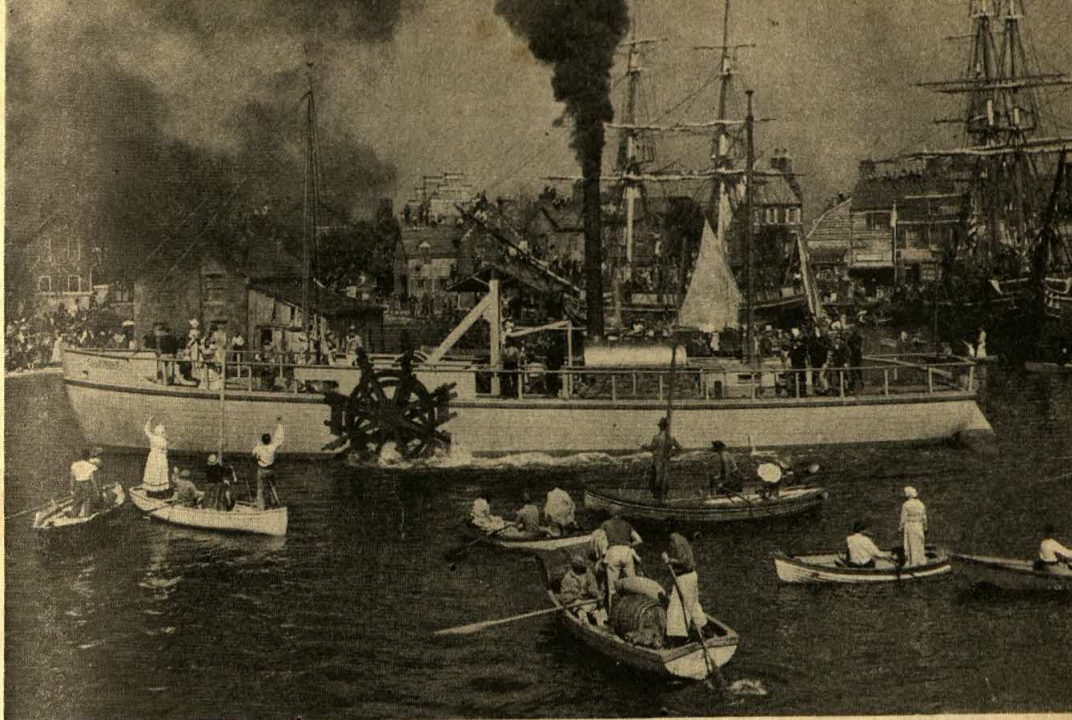
Robert Fulton was an American who was studying art in London when he became interested in inventions. Fulton turned his attention to canal locks, dredging machines, submarines, torpedoes, and ropemaking machines. He finally saw a boat propelled by steam on a canal in Scotland.

Then Fulton determined to develop this idea until steamboats were commercially successful. He, too, had his own disappointments. His first steam engine dropped through the bottom of his boat on the River Seine in Paris.

Fulton's failure did not stop him. He soon sailed back to his home in America with an engine that had been built by James Watt, the inventor of the steam engine. Fulton also brought home with him the interest and support of Robert Livingston who was at that time the American Minister to France.

In 1807, an important date in our history, Fulton's boat, the *Clermont*, sailed up the Hudson River. Fulton's Folly, as the craft had been called, chugged up the river under the steam power of the wood-burning engine. The tall smokestack in the center of the one-hundred-fifty-foot steam craft belched out smoke and live cinders. The two water wheels churned the water, throwing up spray. The boat was no doubt a crude affair, but Fulton wrote, "I overtook many sloops and schooners beating to windward and parted with them as if they had been at anchor." That was the important thing! A boat propelled by steam was passing sailboats that had great difficulty in making progress against the current.





Fulton's "Clermont." History was made that historic day in 1807 when Robert Fulton's first steamboat paddled up the Hudson River. (Courtesy 20th Century-Fox)

Robert Fulton was a modest man. He wrote that the trip "turned out rather more favorably than I had expected." The result was probably more than Fulton could imagine. Within two weeks the *Clermont* was put on a regular commercial run up the Hudson River to Albany. Presently steamboats appeared on all the large eastern rivers.

The story of our country so far has been about events that occurred in the original thirteen states along the Atlantic coast. During the years of our first six presidents, our people were stead-

ily pushing westward through the mountain passes to new land that was to be known as America's frontier. We shall study about our frontiersmen in the chapters to follow. It is interesting to notice here how much Robert Fulton's invention helped our western pioneers.

In 1811, just four years after the first Fulton run, a large steamboat, the *New Orleans*, left the river town of Pittsburgh and started down the Ohio River. Think of the amazement of settlers along the river, or of frontiersmen as they poled keelboats along, when this one-hundred-sixteen-foot structure chugged



past them belching smoke and fire. Why, this was the wild frontier with a good portion of it still under threat of Indian raids! The little town of Louisville probably thought that all the western tribes were upon them the night the *New Orleans* reached this river port and the engineer let the steam out of the boiler with a piercing whistle that rang out through the night. Imagine the amazement of the little outpost trading town of Saint Louis on seeing the *New Orleans*.

A new day was dawning for the wild frontier. Civilization was marching rapidly behind the pathfinders. The steamboats played a great part in the settlement of the first frontier along the great inland rivers. Soon boats were going up the river over four times as fast as they could be poled by rivermen. Because of the steamboat the mighty lands of the Mississippi and its tributaries had found a world market for their produce.

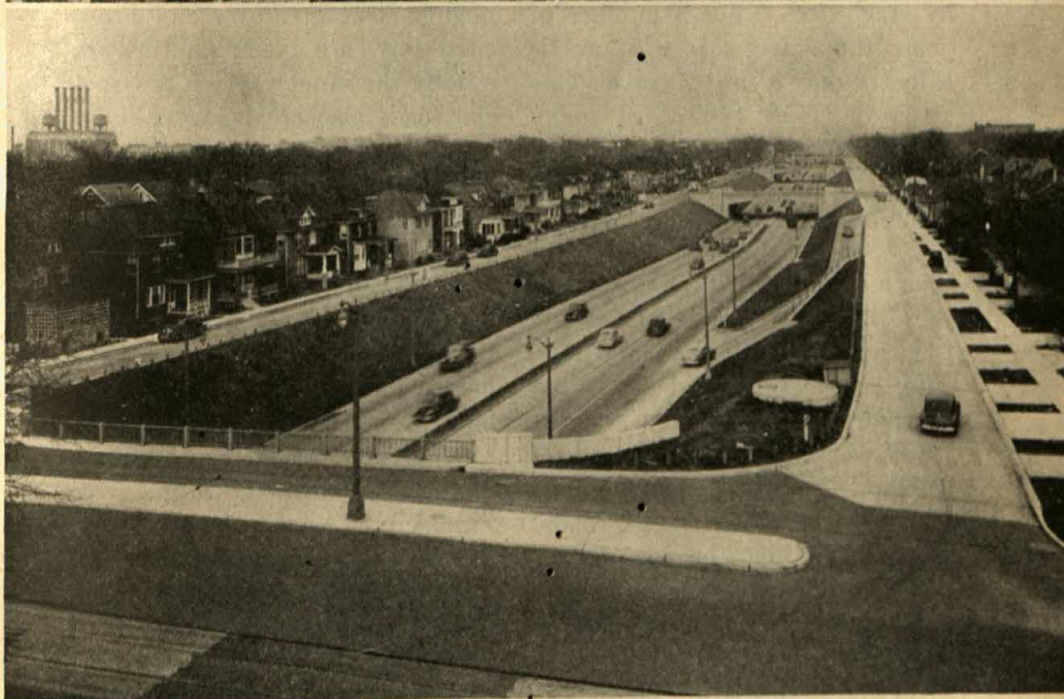
For almost a half century the steamboat ruled the Mississippi River. Our own writer, Mark Twain, has told of those days in "Life on the Mississippi." Navigation of the river was difficult because of treacherous sand bars or obstructions. Rival companies, competing for passenger trade, would race their river boats, and occasionally a boiler that was heated beyond the safety point

would explode. With all the problems of early steam navigation, these boats were bringing new wealth in trade to the frontier. Indeed the frontier along the great river was being settled so rapidly that it could hardly be called the frontier any longer. Steamboats on the Mississippi were doing much to change frontier territory into regular settled land of our United States. We shall study a few more events of our eastern coast before we go west to explore the frontier.

**Roads and Stagecoaches.** It is true that early Americans started going places, but they never got anywhere in a hurry. The first problem was roads. Today we are accustomed to concrete highways that will take our fast automobiles to any section of our country. It is not easy to imagine the difficulty that our early citizens encountered in traveling even to near-by towns. Roads had to be made and our forefathers had little time and no machinery with which to construct highways.

Dirt roads were never very good to begin with, and they rapidly became worse as the wagon wheels cut deep ruts that were either full of dust or mud depending on the season of the year. If the dusty roads or muddy swamps became impassable, the pioneers cut oak





**New Roads for Old.** In modern times we sometimes forget how much our workmen and engineers have improved the roads of America. (Courtesy Portland Cement Association)



or black walnut logs. These logs were placed side by side and the thoroughfare was then called a corduroy road. According to the diaries of travelers in those days, the wagons jolting over the logs gave the passengers as much punishment as the ruts and holes. The English writer, Charles Dickens, who traveled over one of our corduroy roads, said that the jolting was enough to dislocate every bone in the body.

Whenever it was necessary to go from place to place, people went by stagecoach. For a number of years the stagecoach was practically the only means of travel. One stage line was typical of many others. Stations were established every ten miles where the drivers could change horses. If the journey was long, the stage stopped at inns for the night. While most of these inns were crude places and the accommodations were poor, such meeting places did give an opportunity for people from the different parts of the country to get acquainted and exchange news.

The roads—the terrible roads! It is recorded that the stage drivers yelled to the passengers to lean to one side when the stage was in danger of tipping over. "Gentlemen, lean to the right. To the left, gentlemen!" One unfortunate traveler tells of a forty-six-hour journey from Pittsburgh to Erie, a

distance of one hundred twenty-eight miles. Many times the stage was mired and the passengers got out into the mud to help get the coach through.

Many localities in the East found a means to build and keep roads in fair condition. Companies of men were given the right to build roads, and then to charge a fee, or toll, for each wagon or person traveling over their road. It may seem strange that people should stop and pay to use a road. However, today many bridges such as the mighty structures over San Francisco Bay, are being paid for in exactly the same way. A few special roads also are being paid for by tolls.

Today our roads generally are constructed by counties, states, or the national government. The cost of building and keeping these roads in repair is met by taxes. While the pioneers were still struggling over the trail through the Cumberland Gap to Boonesborough in 1792, a company of men built the first privately owned turnpike from Philadelphia to near-by Lancaster. The road was called a turnpike because poles or obstructions were placed across the road. After the traveler paid a price, which might range from a few cents to as much as a dollar, the pike or gate would be turned, and the horseback rider or wagon might then drive on.



The first turnpike was soon followed by many other privately owned roads in Pennsylvania, New York, and other eastern states. Some of the states soon had as many as eighty such privately owned roads. At this time men again applied thought to the problem of transportation. The man, however, who did the thinking, was not an American but an English engineer by the name of John MacAdam. Today we speak of macadam roads. That is how we got the name. This engineer began building roads of crushed rocks packed deep enough to drain off water and withstand the weight of the wagons and stagecoaches. Such construction was soon adopted by the road builders in this country. From that time on it was possible to build roads that would keep in condition and over which people could travel without actual physical torture.

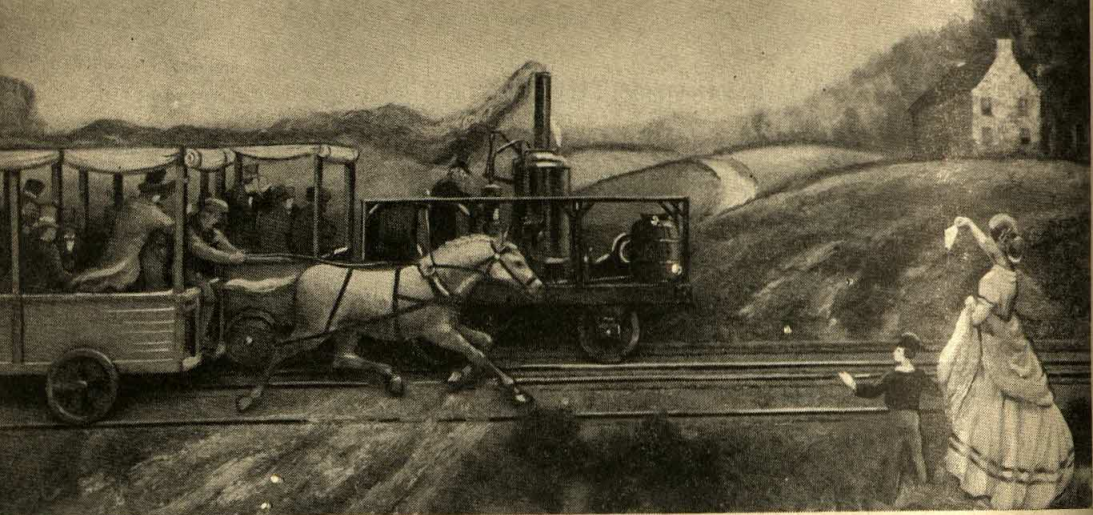
**Baltimore Builds a Railroad.** In the year of 1827, the little city of Baltimore decided to be really modern and build a railroad. It was a remarkable feat. To begin with, no railroad had ever been built in America. Very little had been done in England for that matter, although some start had been made. About all the people of Baltimore knew was that a man in New Jersey, by the name of John

Stevens, had predicted that some day carriages would be propelled by steam to run on rails as fast as fifteen miles an hour! The work of Stevens with railroads could be compared with that of Fitch with steamboats. Both saw what the future would bring. Both were ridiculed with laughter and scorn. Both pioneers produced something that would work. And both men were followed by others who put their ideas into practical use.

The city of Baltimore decided to build a railroad because Philadelphia and New York were getting most of the western trade. John Stevens had built a railroad in his front yard and actually made the thing run by steam. Baltimore decided to go into the railroad business in a big way. A track was laid in the year 1830 out of Baltimore a distance of thirteen miles. The track was of wood with a strip of iron on top. The operators of the railroad were not at all sure what means of power they would use. Probably they had in mind pulling the cars by horses. Sails were tried, but unfortunately the wind neither blew on schedule nor in the right direction.

Then the Baltimore and Ohio, which was the name of our first railroad, tried a steam engine made by Peter Cooper. This engine was called *Tom Thumb* because of its small size. It was a very small en-





**The "Tom Thumb" Engine of Peter Cooper.** This was America's first real railroad. The horse actually won this contest because the engine broke down. (U. S. Bureau of Public Roads)

gine, and probably had little power or efficiency. Indeed, the stagecoach people who lived by the trade of horse-drawn carriages were joyful when a horsecar defeated the first engine in a contest. The same stagecoach people were afraid that railroads would take away their hauling trade. The men promoting and financing canals also had that fear, and attempted to hold up the building of railroads by every possible means.

The few thoughtful people who were trying to start railroads had even more opposition than the steamboat builders. Numerous articles appeared in papers warning against the attempt to try to travel faster than horse-drawn carriages. These articles pointed out that it was ridiculous to attempt to go as fast as fifteen miles an hour, and that disaster would follow if people

tried to go against the laws of nature. Indeed, many disasters did follow. Some early railroads carried buckets of water to put out the fires that would start when the live cinders from the big smokestacks started fires in the passengers' clothing. For years the weak rail tracks and the poor brakes on the cars contributed to many accidents.

Stagecoach owners had little chance of holding back railroads. The inventive power of the American people was awakened with Fulton's steamboat and Peter Cooper's land engine. New and better engines were soon made. More and longer tracks were laid. The people of Charleston in South Carolina saw that their seaport would profit by interior trade. Accordingly, they built a railroad which was operating almost as soon as the Baltimore and Ohio. A rail-



road was built at Albany; then New York City; then Boston. Soon many roads were maintaining regular service in the eastern states. It was some time, however, before railroads reached the frontier of the Mississippi Valley.

**Important Events for Future Study.** There were many important events that took place during the days of early America which we shall not study until later chapters. Thomas Jefferson, while President, was successful in having a road begun which eventually linked the eastern coast with the frontier of the Ohio Valley. This thoroughfare was called the National Road. We also shall postpone until the next unit the study of the building of the Erie Canal which was completed in 1825, the year John Quincy Adams became our President. These two "thoroughfares for freedom" were so important that both deserve special attention in later chapters about our frontier.

Early Americans were also building something else besides spinning machines and roads. They began to build cities. We shall read later that the seaport of New York began to grow rapidly with the trade that came over the Erie Canal. Western roads also brought produce to the wharves of Philadelphia. We have just read how such sea-

ports as Baltimore and Charleston began to lay iron rails inland for the produce of farms.

Seaport towns were not the only communities that were growing in those early days. If you were rowing up one of the eastern rivers to-day, as John Smith did over three hundred years ago, you would discover just what that hardy explorer did on the James River. After a stretch of low plains where the river runs very slowly, you would come upon a place where the land began to rise through low hills. At just that point you would encounter, as did John Smith, rapids and falls where the river descends rapidly. Here, in the area which we today call the "fall line," communities were started as far back as colonial times. These settlements began because the falls in the rivers would turn mill wheels to grind grains of the farms.

Americans soon found that these waterfalls would also turn the wheels of the machines that Slater, Lowell, Whitney, and others were inventing. Mills were being established at such towns as Lowell, Massachusetts, where cotton cloth was being woven. The beginning of factory towns had a great influence on American life. Factories and machines brought comfort and also problems about which we shall study in a later unit. For the present it is enough to remem-



ber that our early Americans were no longer solely interested in farms. Many people were rising with the dawn and walking to factories in such places as Richmond, Virginia, where small falls had once stopped the pinnace of brave John Smith. Other people were weaving wool by machinery in the mills of Hartford, Connecticut, where so shortly before, colonial patriots had hidden their charter from the English tyrant, Andros.

Our story will change now from the scenes of our eastern coast where men were building small factories and where seaport towns were beginning to grow into thriving cities. It is hoped we will keep many of the scenes and events of our early days in memory.

Particularly should every Amer-

ican keep in mind the people of our country's early years. Not only each American, but also all humanity, owes a great debt to those who founded a nation of liberty in our New World. We give thanks to the patriots who led our armies and the leaders who wrote our great Constitution, and we remember the common people who fought and worked that America might become a frontier of freedom.

Now we shall set our faces to the west, through the old Cumberland Gap, to the hunting grounds of Kentucky, and out beyond the great Mississippi to the plains of the hunters and trappers. Over the Appalachian Mountains lay the frontier of America, a rough, adventurous, yet glorious chapter in the story of our country.

## WORKING WITH HISTORY AND GEOGRAPHY

### 1. All-time All-Americans of Our Early History.

Thomas Jefferson  
Samuel Slater

Robert Fulton

Alexander Hamilton  
Eli Whitney

Every American should know these top people of our all-time history hit parade. Drill on the accomplishments of these leaders until you will always remember the things they did for our country. When you study political and economic history, you will probably wish to add to your list of all-Americans such notable people as John Adams, John Marshall, James Monroe, and John Quincy Adams.

**2. Trains Then and Now.** See if you can find some information in your library by which you could contrast trains "then and now." You might prepare a chart showing differences in size, speed, etc. You would be interested in the illustration shown on page 444. This pupil drew a series of engines to show the development in locomotives.



**3. Special Reports.** There were a number of important people briefly mentioned in this unit. You might care to study in your library more about the following: Captain James Lawrence, General William Hull, Thomas MacDonough, Napoleon.

**4. Review Quiz.** Have a committee make a review quiz of the places (towns, rivers, mountains, etc.) mentioned in the chapters of this part. Divide the class into teams; appoint a scorekeeper. Have scorekeeper give one point credit if contestant can locate place on a wall map. Allow another point if contestant can give historical significance attached to place.

**5. Floor Talks.** Have a committee prepare a series of talks on important cities during the years 1789-1830. Your encyclopedia would give you information about Boston, New York, Philadelphia, Baltimore, Charleston, etc.

**6. Illustrating Fashions.** Prepare an illustrated fashion magazine which might have appeared at this period. Show clothing of men, women, and children. Have fashion notes on shoes, hats, coiffures, jewelry, and cosmetics.

**7. Illustrated Booklet.** Work with a committee to prepare a magazine in which you show by means of illustrations and articles the types of houses and furniture which people of the United States had at this period.

**8. Newspaper Article.** Write an article or prepare a floor talk on entertainment during this period. Include sports, games, music, theater, and any other forms of entertainment you can find.

**9. Storytelling.** Prepare to tell the class the story of how Dolly Madison saved a number of precious articles of great historical value when the British captured Washington, D. C., during the War of 1812.

**10. Picture Map.** Draw a picture map of Europe and the United States. Show by means of figures or symbols the countries of Europe from which our early immigrants came. Then, using the same figures or symbols, show in which part of the United States each nationality group settled.

**11. Written Report.** Write a report describing conditions in the early factories. Compare these with conditions in factories today.

**12. Making Models.** Make a model of one of the following and explain how it worked when you present it to the class: Fulton's steamboat, Whitney's cotton gin, an early train.



**13. Radio Program.** Work with a committee to prepare and present a radio program in which you tell about the lives and accomplishments of our early inventors: John Fitch, Robert Fulton, Eli Whitney, and Samuel Slater. Be sure to show the important influence each man has had on the development of our American way of life.

**14. Written Report.** Francis Cabot Lowell really deserves more attention than the few lines of this chapter. Write a page telling about his first cloth factory built in 1814.

**15. Floor Talk.** Prepare a floor talk explaining the building of the first roads. Describe how the toll roads were operated. Make a modern comparison such as the great bridge at San Francisco.

**16. Singing Songs.** Perhaps your music teacher might help you to find and learn to sing some songs of this period. It's fun to sing these songs.

**17. Stamps.** There are many picture stamps about people and events of our early days. Have your stamp collectors make a display for your class and give brief reports of the events pictured on the stamps.

**18. Use Many Means of Studying History.** Don't forget to use some of the activities to which you were introduced in previous chapters. Every wide-awake history class should have an occasional panel discussion (page 438) and a radio quiz contest (page 441). You will find many good topics for such activities in this unit.

**19. Current Events.** Are you keeping up with current events by home and class discussion? (See page 430).

**20. Permanent Pages.** In the activities for the colonies it was suggested that each pupil might start some permanent pages for a history notebook. Add to these pages from the chapters you have just studied.

(1) List of place names and origin (see page 56)

(2) Titles for Americans (see page 75)

(3) Collection of famous quotations (see page 136)

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

verandas	contraption	John Fitch
eaves	corduroy road	John MacAdam
hovels	tool	John Stevens
loom	Gilbert Stuart	Peter Cooper
interchangeable parts	John Trumbull	Tom Thumb
standardization of parts	Francis Lowell	Samuel Slater
division of labor	Charles Newbold	Robert Fulton
propelled		Eli Whitney



## *Unit Five*

### *Pathfinders of the Frontier*

*Chapter 14. Over the Mountains—Into the Wilderness*

*Chapter 15. Trail Blazers to the Pacific*

For a time we shall leave the states along the Atlantic coast and the scenes where patriots had worked and died to establish in America a nation of freedom. This unit is about our western frontier. We shall keep in mind, however, that those original states were growing rapidly as more and more immigrants from the Old World packed their belongings and started for this continent where there was good will among men. On they came, the oppressed from Ireland and Germany, the discontented from France and England, the ambitious from Scandinavia and the Mediterranean countries.

As these people from the Old World settled on the east coast, many of the original pioneers began moving through the mountain passes to the wilderness beyond. At Cumberland Gap, Daniel Boone looked out over wonderful new hunting grounds and an unknown frontier that stretched westward two thousand glorious miles. It was a land of mighty forests and mountains, of unknown river valleys and endless rolling prairies—a land that one day we would call "America the Beautiful."

This is a story about that land whose woods and fields, whose lakes and rivers were to become such an important part of our America. Here we shall read of brave men and women who explored and settled in the first small clearing of Kentucky and then blazed trails across distant, purple mountains to the far Pacific.





Daniel Boone looked out from Cumberland Gap over wonderful new hunting grounds. Ahead lay an unknown frontier of forests, rolling prairies, and mountains that stretched westward two thousand glorious miles.



## Over the Mountains — Into the Wilderness

**And in the Meantime.** We have all read adventure stories where the author takes a chapter or two to describe what one of the people of the story is doing. This is often followed by a chapter that starts, "And in the meantime—" Then we find out what other characters were doing at the same time. We have come to such a place in our history story. Important events had been taking place on the frontier during the years about which we have just studied from the Revolutionary War, 1775, to the end of John Quincy Adams's administration, 1829.

Now we shall find out what had been happening out West in the meantime. The word frontier means just what it sounds like—the territory out in "front" of permanent settlements. Of course, the first pioneer farmers and hunters who left the colonial seaboard towns to venture inland were really frontiersmen. They had been moving westward ever since the settlement at Jamestown. We generally think of the American frontier as beginning with the explorers

and settlers who first dared to go through the passes of the Appalachian Mountains to the unknown valleys and plains beyond.

As you read the frontier events told in the following pages, it would be well to refer occasionally to the time chart which you will find on page 313. This chart will help you to keep in mind the time relation between the events of this chapter and other important happenings about which you have studied. For example, you will notice that about the time that the British were attempting to collect money with the stamp tax, a young Carolinian woodsman went across the mountains on a hunting adventure to a new land that was to be known as Kentucky. That man was Daniel Boone and he is a good person with whom to begin our history of frontier pathfinders. You have read many interesting stories about this hardy huntsman. It is well to recall something here about this interesting man and to see the part he played in finding a new land that was to be such an important part of *Freedom's Frontier*.



**Daniel Boone, Kentucky Pioneer.**

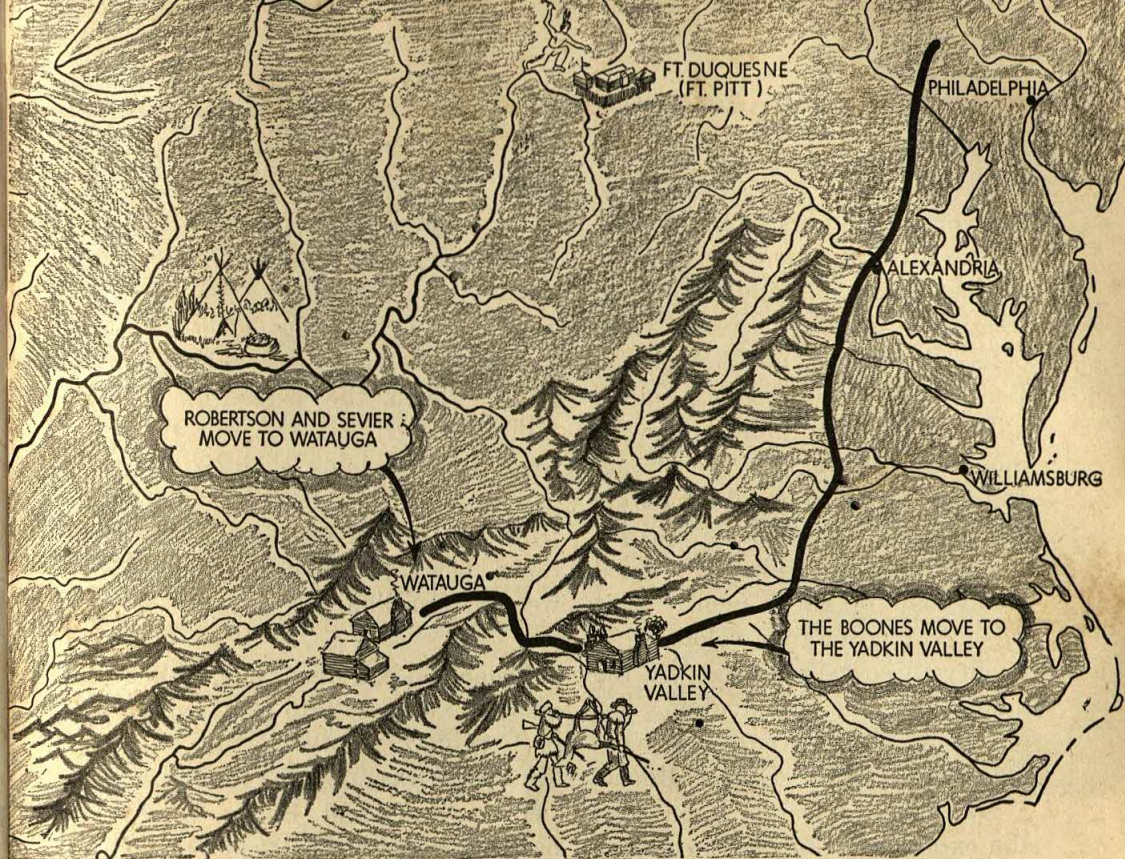
It is not surprising that the members of the Boone family were a restless lot of people. The father, Squire Boone, was not the kind of man to stay settled in one place all his life. If he had been, he probably never would have left his home in England to follow the Quaker leader, William Penn, to a new land of freedom. The mother, Sarah, was not the timid kind of woman who would shrink from moving into some strange, faraway place. Her people, too, had left a home in Wales to settle in the distant land called Pennsylvania.

Moving part way round the world was not enough. For now, in the colonial year of 1750, the Boones were on the move again. They had done well enough on their farm in Pennsylvania. The large family worked hard and they had good food and warm, homemade clothing. However, too many people were moving in and crowding around these good Quakers. There were families of Scotch-Irish immigrants, hardy and independent, looking for homes where no ruler could direct their lives. There were Germans, too, who had fled from oppression in the old country. They must have farms and homes of their own. The settlements along the coast became crowded, so they started moving inland as the Boones had done.

Now, in turn, the land around the Boones became crowded. At least Squire and Sarah thought so. And if there was anything the Boones didn't like, it was to be crowded. Where were their eleven children to get land for their own homes now that they were growing up? There was certainly only one answer to that question for the restless Boones. Far to the south, five hundred miles away, were rich valleys for farms, and back of the valleys stretched endless hills and mountains alive with deer and bear. The stories that Squire Boone heard of Carolina's rich valleys, much game, and few neighbors, sounded like a description of the promised land. Mother Boone and the girls packed their woolen and linen materials. Squire Boone lifted their homemade furniture onto a blue Conestoga wagon, and with young Daniel and his ten sisters and brothers, the Boones struck out to the south.

Yes, fifteen-year-old Daniel Boone and his family set out across Virginia and through the Shenandoah Valley toward Carolina. For the greater part of Daniel Boone's long life of ninety years, this famous frontier character did little else but strike out to find a new place "whar a body could find elbow room." Daniel's father found room for a time far south of Pennsylvania in the Yadkin Valley of





**Beginning the Frontier.** The first movement of American frontiersmen was south toward Carolina.

Carolina. Here a man could build his cabin and have as much land as he wished for his stock. "Back yonder" through unknown forests was a limitless number of buffalo, deer, and bear for the long rifles of Squire and his tall sons. The Boone family settled down for a "spell." If you look at the map on this page, you will see the path of the Boone journey to Carolina.

During the next few years young Daniel worked on his father's farm, but much of his time

was spent in the forest. Carrying his long rifle and powder horn, the young woodsman learned the important lessons of living in the forests. He learned the secrets of the trail, and his body grew strong so he could march for endless hours. His eyes grew keen to detect the broken twig on the trail or other signs of disturbance that told of near-by wild animals or Indians. With all this backwoods education, he must have been storing up a tremendous amount of energy and



health. His long life was to be filled with much hardship, but he was very active even in his old age.

This life of frontier farm and forest was broken now and then. You recall that in 1755, twenty years before the Revolutionary War, the British General Braddock led an unfortunate expedition through the mountains against the French and Indians. Some colonial men were attached to Braddock's British soldiers. We have already studied about one of these men. That was a young Virginia soldier only twenty-three years of age, by the name of George Washington. Another one was a twenty-one-year-old frontiersman, Daniel Boone.

By this time Daniel Boone had the experience that was necessary for his long, adventurous life. He was a hunter, an expert woodsman, and he had fought the Indians. He was fully grown now, and although he was only of average height, he had unusually strong shoulders and chest. His forest life and his father's Quaker teaching had taught young Boone patience and self-control. He would need both strength and self-control before his frontier days were over.

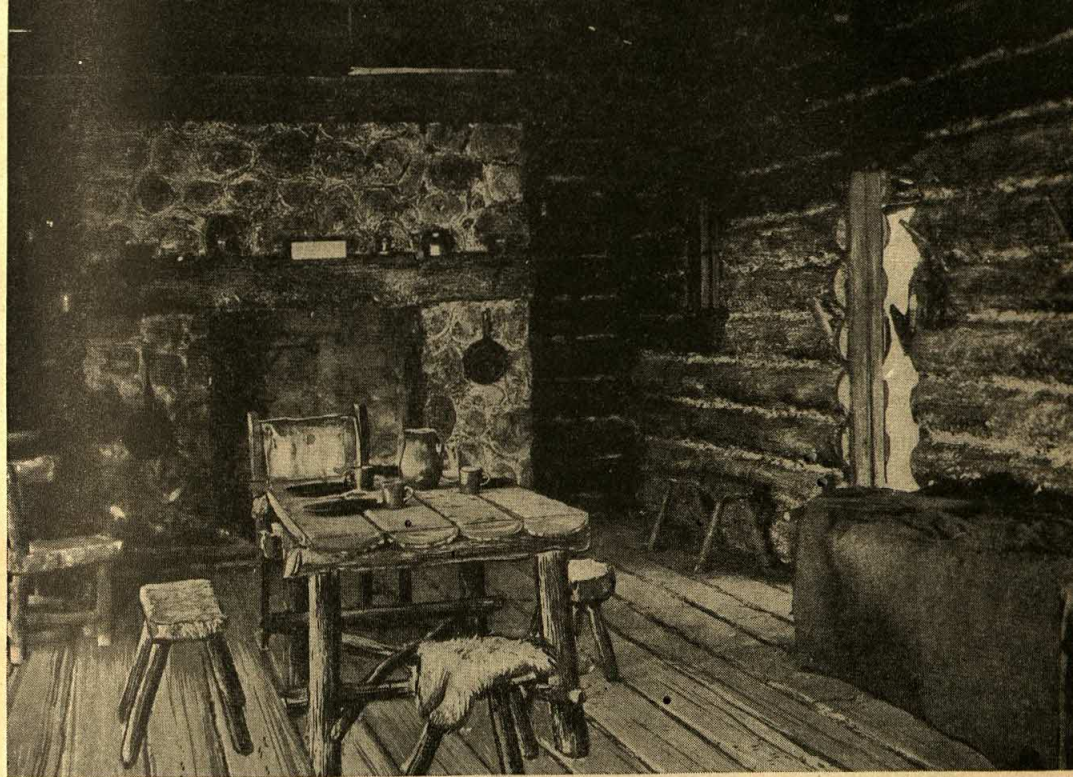
Not long after the Braddock expedition, Daniel Boone was again with a party of Carolina woodsmen. They were pursuing the Cherokee Indians, and this time young Daniel was defending his

own home. He now was married to a fine frontierswoman whose name was Rebecca Bryan, and they had two boys and a cabin of their own. At least they had a home for a "spell" before the Cherokees drove the settlers back into Virginia. Then the expedition of militia started out and this time fought the Indians at their own game of forest fighting. The tribe was driven back a safe distance, beyond the mountains of western Carolina.

**Boone Did Not Stay Long.** Back came the settlers into the frontier of Carolina. However, the Yadkin Valley was no longer the "frontier." As Daniel Boone would have expressed it, "Settlers were so thick that a man could hardly breathe." Game was getting "mighty" scarce, and a man could hike for hours without seeing a bear or a deer. The spirit of his father, Squire Boone, had settled in the bones and blood of young Daniel. The son had a good case of frontier fever. He was ready to move on.

Then one day at the door of the Boone cabin in the Yadkin Valley appeared an adventurous frontiersman, John Finley. Finley, too, had been with Braddock, and Daniel heartily welcomed an old acquaintance. It was plain to see that Finley had been out in the





**Frontier Cabin.** The pioneers of Kentucky and Tennessee built crude cabins in the forest wilderness. (From "The Frontier Woman." *The Chronicles of America Photoplays.* Copyright. By permission of Yale University Press)

wilderness, for his deerskin clothes were tattered and stained. Daniel was curious when he heard that Finley had been far into the Appalachian Mountains. That curiosity was turned to intense excitement when Boone learned that his friend had actually discovered a new hunting land beyond any known valley.

Finley was a member of a band of venturesome backwoodsmen who were called *Long Hunters*. This name was given to them because of the long rifles they carried

on their hunting expeditions. The guns of such woodsmen as Finley and Boone were long-barreled flintlocks. This meant that both bullet and powder had to be rammed down the long barrel for each shot, and a little powder was placed under the hammer and set off by sparks from a piece of flint. But the long barrel had grooves to set the bullet spinning. This whirling made the ball go straight for the mark. With a long rifle, shot, powder, and a little salt to cure animal furs, the Long Hunters had gone



farther and farther into the wilderness. From such a trip Finley had just returned.

You can imagine the scene that night as Finley sat in the Boone cabin and told "tall" tales of the lands away out west. Candles flickered for hours as the trapper Finley talked. There he sat with his long jacket, pants, and leggings of deerskin. The fancy fringes that dangled from his clothes looked like Indian decorations. The moccasins he wore were of deerskin, but they looked as if hunter Finley would do well to stop with the Boones until the worn-out pair of forest moccasins could be patched with doeskin.

Now Finley spoke not only of the valleys in the mountain ranges, but he also told of finding a pass through these mountains to a river and a valley that led down the other side. He told of seeing rich plains and forests filled with countless bear, deer, and buffalo, and there were no neighbors to bother, nor any land dealers who would try to take a man's possessions away from him.

Eager-eyed Boone was listening to a description of the land that was to be his own Kentucky. Right there his mind was made up. He would go to that land for hunting; then he would return to take Rebecca and the two boys to a new home. We don't know how

much Rebecca and other frontierswomen had to say about such things. Perhaps she had fears that night of a wilderness that would take her sons in violent death, but Rebecca was a frontier woman, and where her man went, she, too, would go. Unfortunately, history speaks too much of men and not nearly enough of the women who, too, have helped to make our country what it is.

**Boone Carries the Frontier over the Mountains.** Boone might have been restless about staying in one place, but once his mind was made up, he kept to his new decision steadfastly. Soon an expedition was organized to go over those mountains and see what Finley had seen. There were five young woodsmen besides Boone. The party started in the spring so that there would be as much good weather as possible for hunting and exploring before winter set in. This was six years before the start of the Revolutionary War.

Through the valleys and passes of the Blue Ridge Mountains went the hunting party. Farther on they found the trail and a pass through the mountains that was used by the Indians. It was the pass that Finley had found. Here on the border of the present states of Tennessee and Kentucky was an opening in the mountains that





The young frontiersman, Daniel Boone, went into Kentucky. He hunted for furs and fought Indians until Kentucky became too crowded for this restless pioneer spirit.



Boone had the true spirit of the frontier. Even as an old man he and his wife, Rebécca, headed west across the Mississippi for new and better hunting lands.

### *Daniel Boone—Kentucky Pioneer*

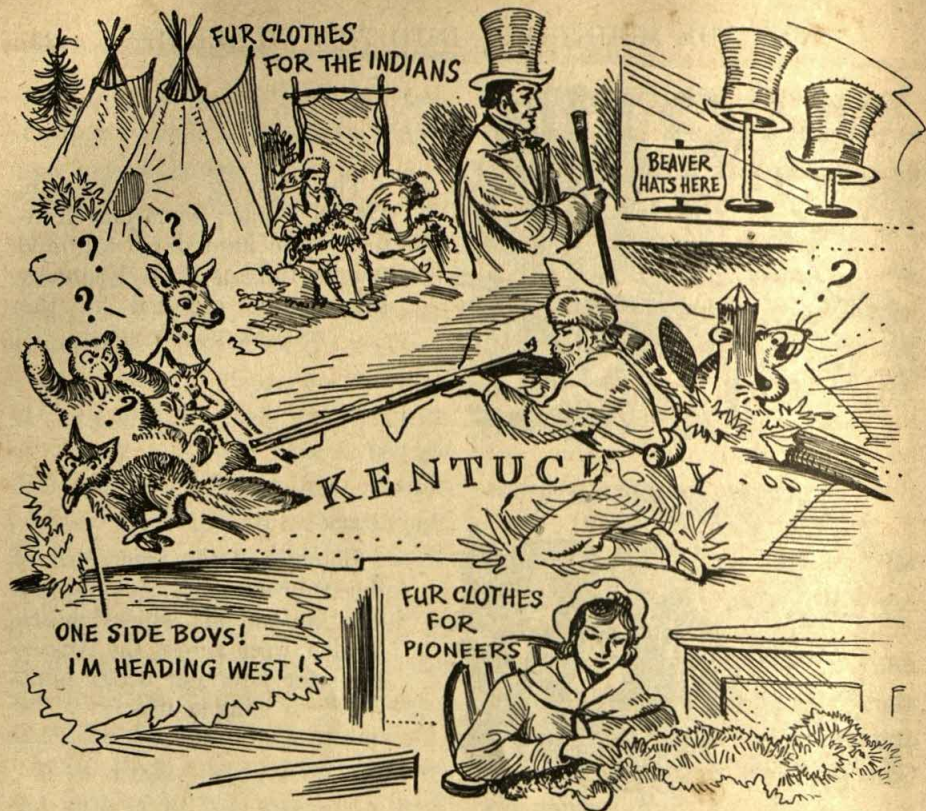
was to become known as the Cumberland Gap, a famous pass to America's frontier. Through this passageway in the Appalachian Mountains were to come streams of pioneer frontiersmen.

For centuries war parties of Shawnee Indians had come from the north over this trail and through this same pass. There they hunted for game or fought with the Cherokees of the south on these very lands that Boone aimed to make his own. There were no Indians on the trail the day the

party reached a point where Boone looked out and saw the broad, rich, beautiful lands of the present state of Kentucky. There Boone stood, broad-chested, strong shoulders erect, blue eyes looking ahead out over the new lands. Down into this promised land the hunters went, ready for either buffalo or red fox, Cherokee or Shawnee.

This expedition was to be a hunting trip, and Finley had not misrepresented the amount of game in those forests. Before many weeks animal skins were





Three reasons for exploring the frontier: The beaver, the fox, and the deer.

piled high. There were the large skins of bear, and the more valuable skins of the mink and red fox. Here was an abundant supply of valuable skins of the little beaver. There were furs enough, thought Boone, to pay off some of those debts back home and to buy the things needed to bring his family and other settlers out. Boone liked this land. It was to be his country.

The Shawnee Indians liked this country, too, and they had been

there centuries before Boone. Before long these Indians found that white men were in their favorite hunting grounds. The Boone party was surrounded, and all the piles of furs were taken from them. The Indians were not murderous—not until much later when they realized that their land was being taken from them forever. At this time they merely took the furs away from the hunters. And in good Indian sign language they told the Long Hunters to get out.



**Boone Stays in Kentucky.** Most of the party of six white men were discouraged, but Boone had made up his mind. "Kaintuck," as the backwoodsmen called it, was going to be Boone's land. Boone stayed with one member of the party while the others went back to safer valleys on the other side of the mountains. Soon Daniel and his companion were joined by Boone's brother, Squire, who bore their father's name. Another man was with Squire, so now the party was four in number. Boone's first companion was lost, probably killed in the forests as he hunted alone. Shortly thereafter, Squire and his companion returned to Carolina for more supplies. Boone was running low on powder and shot, the two things he had to have to live in the wilderness.

For weeks Daniel Boone was alone in the forests and plains of Kentucky. Many times he lay in dense, tall canebrakes with hunting parties of Indians all around him. He had adventures with wild animals and at one time he was almost trampled by stamped-buffaloes. Up and down and in and out of the valleys and streams of Kentucky he wandered until he knew the land as no other man knew it. He knew the many buffalo paths leading to salt licks; he knew the open meadows of the forests where deer would graze.

He knew Kentucky. A great many years later when Boone was an old man, he was asked if he was ever lost in the wilderness forests. "No," replied the frontiersman, "I was never lost. But once I was powerful puzzled for three days."

Weeks passed, and Squire Boone was back with shot and supplies. Squire Boone then made two trips back to civilization with skins. Later Daniel, too, went back to bring his family to this new land.

### *PIONEER SETTLEMENTS AND FRONTIER FIGHTING*

**A Small Stream Starts Trickling Down the Mountain.** There is no better way to think of the settling of the first frontier than to compare the movement of people to the beginning of a mountain stream. High in the mountains a tiny bit of water seeps out from a hidden spring. It trickles slowly down, hesitating at first, and then is lost from view as it sinks back into the earth again. Presently the rivulet reappears, and then it is joined by other drops of water. At the branch of a ravine, another small stream joins in and lends force. Soon the water increases until one must wade to get across. Other side streams pour in as the valley widens out with more ravines and wider side valleys. The tiny stream has become a river.



Thus it was with the settling of the frontier, and thus it was with Boone and the settlement of the western lands beyond the Appalachians. The stream was a small trickle at first—a solitary Long Hunter, Finley, who came back to civilization with “tall” tales of distant hunting grounds. Then five hunters and Boone explored and hunted through the forest. The stream grew, for Boone was back again with an attempt to settle with his family and others from the Carolina settlements. There was failure, for the Indians were then on the warpath and there was fighting. Boone’s son, James, was captured and fearfully tortured to death. There was a general Indian uprising known as Lord Dunmore’s War. The stream dwindled and disappeared into the mountainside.

A month before the British marched to take the store of ammunition that the rebels had stored at Lexington away to the north, the stream into the frontier of Kentucky had reappeared. The sound could be distinctly heard through the forests. There were many men this time, and their axes were ringing out through the woods. The frontiersmen were cutting a road through the Cumberland Gap, over the Old Warrior’s Trail, and through the wilderness to the Kentucky River. This

road was one of the first “thoroughfares of freedom” about which we sing today. It was well called the *Wilderness Road*. Today a modern highway takes fast automobiles over that route. In the spring of 1775, frontiersmen cut trees in order that Conestoga wagons might get through with the belongings of the settlers.

Daniel Boone and his companions settled Boonesborough in 1775, the year our War for Independence was started. There were other Kentucky pioneers. James Harrod and a party had settled Harrodsburg in the same valley of the Kentucky River. You will see both of these settlements on the map on page 310. Soon this wilderness over the mountains was organized and called Kentucky County. Not all of the people who were interested in this new land were brave pioneers, however. Groups of men back in the colonies, who had never faced the dangers that Boone and others had faced, got together and planned to get possession of vast tracts of this new frontier so that they could sell to settlers for a profit. Large expeditions were planned, but for a time, the stream of people flowing westward was halted somewhat. The war between the colonies and England was under way and the Indian allies of the British were on the warpath.





**The Wilderness Road.** Frontiersmen cut a rough road through the wilderness into the pioneer country of Kentucky. (Courtesy Public Roads Administration)

**Frontier Fighting During the Revolutionary War.** You have already studied about one of the most important events that occurred during the Revolutionary War. That was the campaign led by George Rogers Clark against the British fur-trading posts of Vincennes and Kaskaskia. These outposts were in the territory of the present states of Illinois and Indiana, west of the frontier settlements of Kentucky. Clark, you recall, amazed the British with his daring winter maneuvers and also bluffed the Indian chiefs into accepting his small American force as the new owner of the fur-trading posts.

The settlers of Boonesborough were not so fortunate in bluffing the Indian allies of the British. Under the leadership of the Shawnee chief, Blackfish, a band of over four hundred Shawnees, Delawares, and other Indians lay siege to the Kentucky village. The battle was typical of many such attacks that took place before the frontier days were over.

The attack on Boonesborough was no surprise. Boone had previously been captured by these same Shawnees, but he escaped and brought news of the preparations for war to the people of Boonesborough. The Indian attackers surrounded the fort. For a few



days there were powwows outside the stockade. The Indians demanded the surrender of the fort and promised to take all captives to Detroit. The men of the fort debated proposals that the people of Kentucky join on the English side of the war.

Boone and the others had no intention of making any deal with Blackfish. They didn't trust him, but they did wish to talk for as many days as possible. The men of the fort were outnumbered greatly and they had hopes that reinforcements might reach them. In spite of Boone's previous urgings, Boonesborough was not well supplied with such things as extra water wells. Frantically the defenders made ready for the attack. For days the parleys went on, the Indians seeking to draw Boone and the leaders away from the fort so that they could be immediately killed before the battle started. During the time of discussions with the Indians, the men and women of the fort were busy molding bullets, patching the stockade, and making general preparation for the siege.

Finally fighting began in earnest. For nine days and nights the men and women of Boonesborough stood off repeated attacks of the Indians. Shawnee and Delaware snipers from distant trees shot the people of Boonesborough, and were

in turn picked from their tree perches by expert riflemen from inside the fort. Burning arrows were shot in an attempt to set the fort on fire. A tunnel was started to undermine the stockade. However, the people of Boonesborough held on so well against great odds, that finally the men of Blackfish gave up discouraged and went north across the Ohio River.

The successful defense of Boonesborough was very important. If that fort had fallen, the other white settlements of Kentucky would no doubt have been wiped out. With Kentucky gone, George Rogers Clark, far to the west, would have been shut off in a sea of hostile tribes who would have quickly turned against him. Daniel Boone and the men and women of Boonesborough did not give in; Boonesborough was defended; Kentucky was made fairly safe. The ending of the Revolutionary War soon left this entire country on both sides of the Ohio River in the hands of our own United States.

**Two Pioneers of Carolina and Tennessee.** We should know the names of two other men of the early frontier. These men did less exploring than Boone, but both did as much to start pioneer settlements. Daniel Boone had hardly returned from his first hunting trip into Kentucky before an





**Eastern Woodlands Indians.** The forest Indians gave the first frontiersmen much opposition as Boone and others attempted to push settlements westward. (Courtesy American Museum of Natural History)

equally brave frontiersman, James Robertson, settled "over the mountains" in the Watauga Valley.

This scene of pioneer days is near the present border of North Carolina and Tennessee as you can see by the map on page 310. In 1771 that territory was not only on the edge of the wilderness—it was actually right in the wilderness. Other settlers followed James Robertson. Soon the Watauga settlement was organized and became a part of North Carolina. This was actually one of the first parts of the frontier to become settled and to organize as a regular community.

James Robertson was like Daniel Boone in more respects than bravery. He, too, had a restless spirit. After the Revolutionary War, Robertson organized a group of frontiersmen and their families. This large party went through the Appalachian valleys and down the Tennessee River flowing to the west. The rafts that they had constructed were then pushed by poles up the Cumberland River. With great suffering, and with much loss of life, the frontier settlement of Nashborough was started by this band of men. This community later became Nashville, the state capital.



John Sevier is a name to add to those of Boone, Clark, and Robertson. Sevier came to the Watauga settlement at an early date. Unlike Boone and Robertson, this frontiersman had education and came from a cultured family. He was a dashing, handsome figure who gained much renown for his success in fighting the Indians of the southwest<sup>2</sup> borderland. This was in the days when Boone was settling Kentucky and Robertson was starting what was to become the state of Tennessee. When Tennessee did become a regular state at the early date of 1796, John Sevier was the first governor.

### *WAGONS AND FLATBOATS TRAVEL WEST*

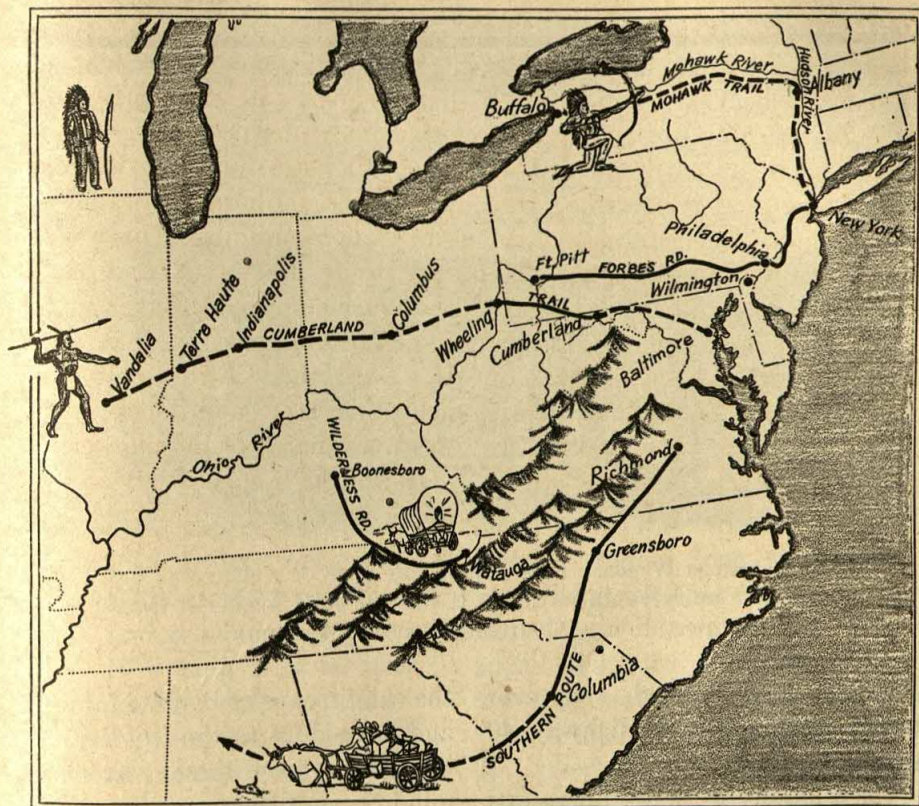
**Gateways to the West.** The Old Warrior's Trail, that Finley found for Boone through Cumberland Gap, had been widened by the same Boone and other men. Here was a definite road into Kentucky, and a constant stream of wagons and pack horses was soon going over the pass where Daniel had once stood and looked out over a strange wilderness. We should keep in mind this road through Cumberland Gap. It was one of the important gateways by which our people reached the great American frontier beyond the mountains. For a time it was the most important pathway.

If you will look at the map on page 305 you will see indicated the principal gateways to the West. You will notice one frontier road around the southern end of the Appalachian Mountains. This was an easy route to travel, and early frontiersmen would have found good farming land in that area. However, the Cherokee Indians held this land and blocked the westward march of the pioneers.

One of the best roads lay around the northern end of the Appalachian Mountains. You will see on the map how pioneers went up the Mohawk Valley in New York to the Great Lakes or down to the Ohio Valley. For years the war drums in the forests told that the Iroquois and Shawnees stood in the way. When the Indians were no longer a threat, great numbers of people went over a portion of this highway and it became known as the Genesee Road. If you ever are fortunate enough to be traveling to see America the Beautiful, you might chance sometime to be on Highway 5 in New York State. If such is the case, give a thought to the scenes of early America when pioneers went over the old Genesee Road seeking homes in the frontier.

You will notice two roads across the center of the map. Forbes Road was named after a British soldier who fought in the French



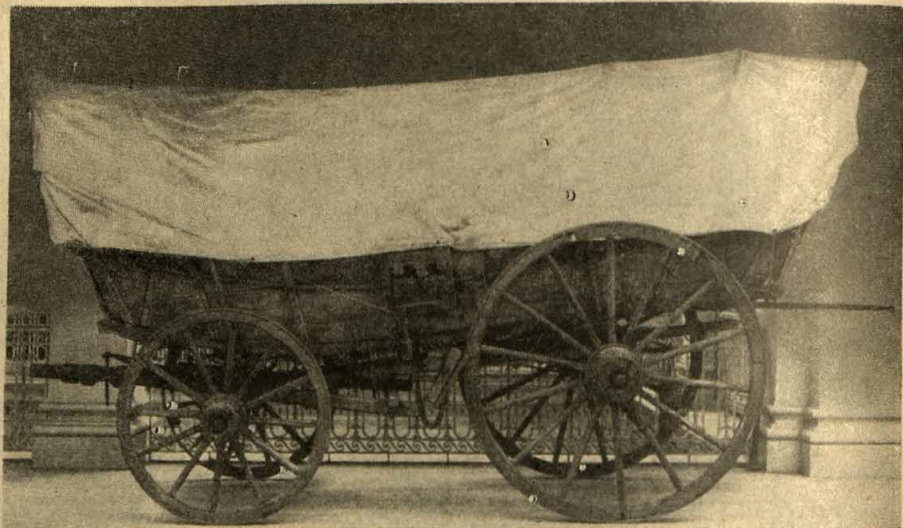


**Main Gateways to the West.** Here are shown the first four pioneer pathways to the frontier—Mohawk Trail, Forbes Road, Wilderness Road, and the Southern Route. Later Jefferson began the Cumberland, or National Road, which eventually reached across the Ohio Valley.

and Indian War. This early route went directly across Pennsylvania from Philadelphia to the trading post of Fort Pitt. You know about the Wilderness Trail of Boone. Another important road was built later which was called the Cumberland Road, although it did not go through Cumberland Gap. The Cumberland Road started at Cumberland, Maryland, on the Potomac River, and went directly west to

Wheeling in the present state of West Virginia. You will read later of Thomas Jefferson's interest in the Cumberland Road which finally extended into the Ohio Valley. This road, like many of our highways, started on a historic path. It was over this same route that the British General Braddock led his ill-fated expedition in the French and Indian War. You might think back to those old





**The Conestoga Wagon.** This remarkable type of wagon was first built by Pennsylvania settlers. It was the chief means of transportation. (Courtesy Carnegie Museum)

eventful days should you ever travel United States Highway 40 into Maryland.

Occasionally we join in a chorus today and sing of thoroughfares for freedom that our pioneers beat across the wilderness. When we blend our voices in that well-known song, it might be well to give a thought to our hardy forefathers who dug those historic roads out of a wilderness so that they might push the frontiers of freedom farther westward.

**The Conestoga Wagon.** Boone and his companions blazed a pack-horse trail along the Old Warrior's Trail into Kentucky. As soon as the Trail was widened into a rough road, Conestoga wagons became

the chief means of hauling families and belongings to the frontier. It is well to keep these wagons in mind because these vehicles did so much to help settle the western territories.

These wagons were first made in Pennsylvania near a creek named for the Conestoga Indians. Pennsylvania German settlers won praise for construction of these wagons. "Tepees on wheels," the Indians called these sturdy vehicles. In later years, when the frontier had crossed the Mississippi River and had reached the western plains, these historic wagons were changed somewhat and called "prairie schooners." These were the covered wagons of frontier stories.



The Conestoga wagon had to have big wheels and rims in order to travel the ruts and bumps of the Mohawk Trail or the Cumberland Road. The wagons had rounded bottoms so that the constant rumbling and jumbling would shake the pioneers' belongings back into the center of the wagons and not over the sides. Over the round framework above the wagon the men stretched painted muslin or canvas. Inside were stored flour, sugar, coffee, and perhaps smoked meat or dried fruits. Always there was a goodly store of powder and bullets, and generally, rough farm tools. If a man was fortunate, there were six horses or mules to pull the Conestoga. More often oxen were the means of power.

**Frontiersmen Travel on Rivers as Well as Roads.** The first venture—some pioneers, who got through the Appalachian Mountains by pack horse or Conestoga wagon, reached the Ohio River and at once set to work building barges or rafts. You will recall that as early as the first expedition of George Rogers Clark this soldier met a large party of settlers using rafts on the Ohio River. No doubt it was a relief for these travelers who had cut their way through forests and over mountains to find a smooth river that would carry them and their belongings to places of settlement.

Trees of the forests surrounded the rivers. Rafts were the answer to the problem of transportation.

Rafts of one sort or another were the answer for a good many years to the problem of going westward. If you notice the drawings on page 309, you will get some idea of the development that took place in the construction of these river rafts as more and more pioneers reached the Ohio River. The first of these homemade boats were crude rafts made by merely binding logs together. Before long these rafts were being built as large as sixty feet long. Boards were being added along the sides for protection from water splashing over the sides or against Indians firing from the riverbanks. This improved raft was called a flatboat. Occasionally the owner would build a shed cover as a protection from rain.

Flatboats were constructed in all manner of types and shapes. Soon hundreds of them were floating down the Ohio and Mississippi rivers, and the boatman's song rang out:•

"The boatman is a lucky man,  
No one can do as the boatman can,  
The boatmen dance and the boatmen  
sing,  
•The boatman is up to anything.  
Hi-O, away we go,  
Floating down the river on the  
O-hi-O!"



One of the important things to remember about the early river rafts and flatboats is that these craft were generally built by the families who were to use them. They were constructed to go downstream to their final destination. These first crude boats were so cumbersome that it was exceedingly difficult to push them back upstream against the current. So the boats were taken apart and the timbers used for houses or for other purposes.

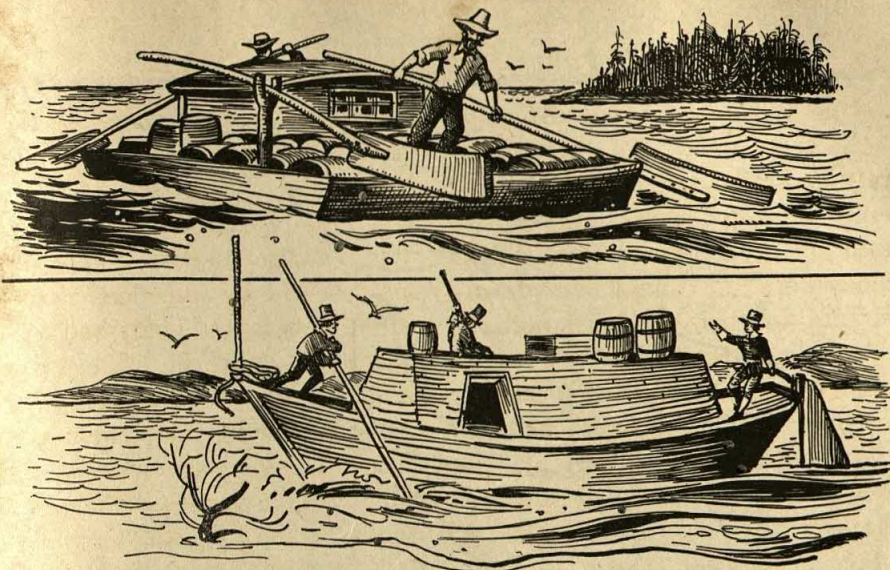
The keelboat was an improved development of the river craft, and could be navigated upstream. This boat had a heavy plank about four inches thick running the length of the bottom of the boat. This keel took some of the shock when the boat would hit the many submerged logs and obstacles in the river. The keelboat was often built to carry a sail. A rudder was utilized, and men at the sweeps, or large oars, would propel the boats.

Only very slowly and laboriously could any type of river craft be poled upstream against the current. If such an upstream journey could be made, it was necessary to have so many men to push the craft that the oarsmen and their food left little room for freight or passengers. However, settlers could guide their boats downstream to where they wished to establish their homes.

After they were once settled, their produce could be floated downstream to New Orleans. When the big flatboats reached the river's mouth and the flour, furs, pork, or whisky were loaded onto sailing vessels, the boats had to be abandoned, however. The owner or boatman would then commence a long journey back up the mighty river. This journey was so difficult that many times the rivermen would sail by ocean around to some eastern port. They would finally arrive back home over one of the frontier roads through the Appalachians.

Even with all the difficulties of upstream journeys, the great river was covered with flatboats for many years. In the year 1811, a traveler counted one hundred ninety-seven flatboats and fourteen keelboats that passed the Ohio River town of Louisville in two months. Shortly after this another traveler on the river counted two thousand boats in twenty-five days. The year 1811 is mentioned especially because this was the year that the first boat propelled by steam sailed any river of the Mississippi Valley. Robert Fulton's invention was a great help to the pioneers who were settling the frontier of the Mississippi Valley. Soon steamboats were replacing the flatboats of the explorers and pioneers.





**Flatboats and Keelboats.** The first pioneers floated down the western waters in crude, homemade river boats.

### *END OF THE FIRST FRONTIER*

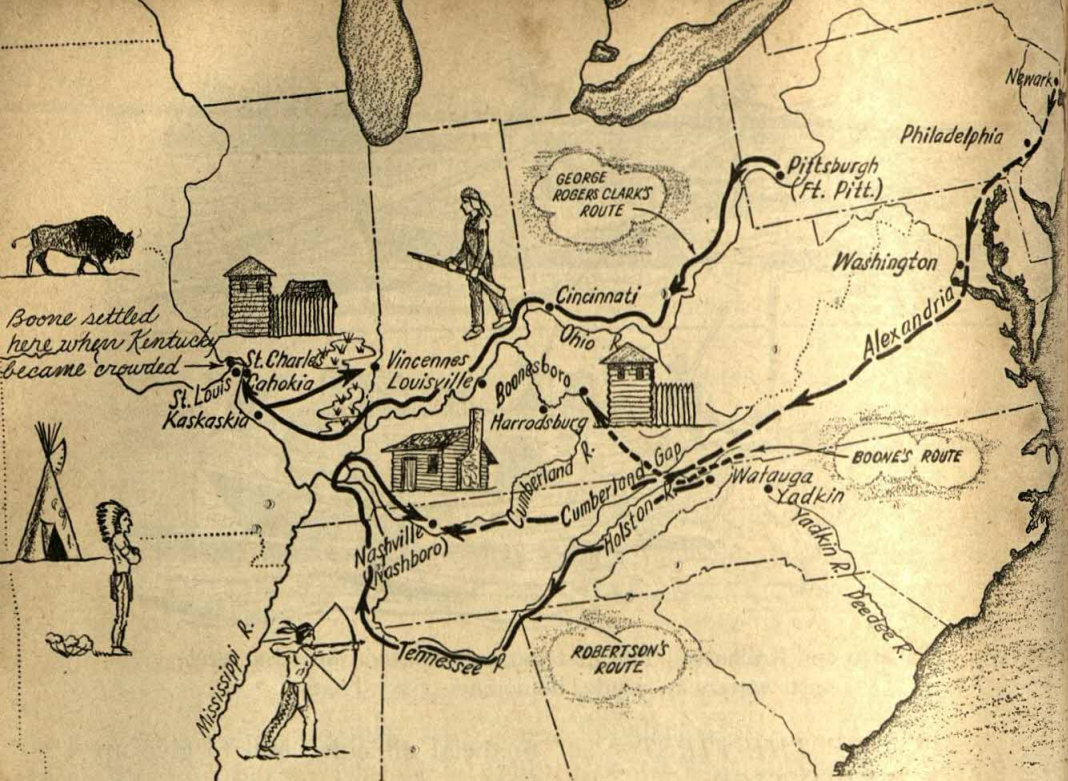
**The Ohio Valley Is Settled.** Thus it was that our first western settlers built Conestoga wagons and rafts and moved to the new lands that Daniel Boone had explored. They came from New York and from New England. Other settlers came from Pennsylvania to reach the Ohio River at Pittsburgh. Even in the far South, new settlers started moving west around the southern Georgia gateway.

A great body of people was headed for the American frontier. Hard times had come upon the towns and settlements of the Atlantic coast. Then, as now, hard times brought unemployment, failures, and unrest. People who had

financial difficulty had to give up homes and farms along the seacoast. They now turned their faces to the new West to start again. People who were tired of the stony land of the coast looked west for richer soil. New immigrants kept coming to this country. They were industrious, independent people such as the Scotch and Germans, and each new family must have a home and farm.

These people, by the hundreds, set their faces to the west. Then the hundreds grew to thousands as the stream of westward-moving people swelled to a roaring torrent that swept down the valleys leading to the Ohio. On down the Ohio they went, finally to settle down on those broad, rich lands that stretched out to the Mississippi.





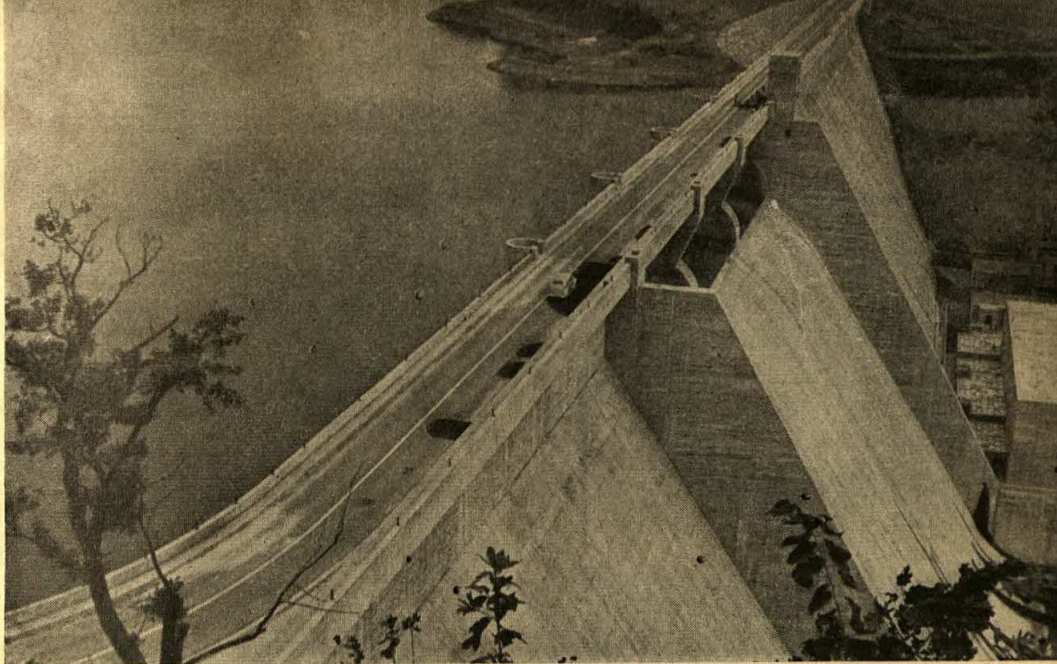
**Early Frontier Routes.** Many historic scenes occurred in the valleys of the Ohio and the Tennessee. Here Clark attacked the British forts, while Boone and Robertson fought Indians and established settlements.

The mountain barriers to the frontier had been overcome. Here our frontiersmen found warm summers with frequent rains, but winters cold enough to develop energetic people. Here was started the Blue Grass country of the Kentucky River and the farms of the rich limestone soil of the Cumberland and the Tennessee.

**Cities and States Quickly Followed the Pioneers.** The settlements in Kentucky and those still farther south in the Tennessee Valley were quickly followed by

many developments north of the Ohio River. A large group of rafts carrying sixty people moored on the north bank of the Ohio River in 1787. In spite of Indian opposition, which forced the settlers to retreat upriver for a time, these pioneers returned to start a frontier fort which was to be the city of Cincinnati. Shortly after this another group of settlers from Connecticut came to develop land on the south shore of Lake Erie. The leader of the first group of surveyors gave his name to the city of Cleveland.





Norris Dam, Tennessee Valley. In recent years our government has constructed huge water control projects on the rivers where James Robertson and other early settlers pushed rafts and flatboats. (Courtesy Tennessee Valley Authority)

These two settlements were only a start. Here, there, everywhere frontiersmen were coming into the land north of the Ohio River. You have already read in the last unit how this area north of the Ohio River and around the Great Lakes was organized into the Northwest Territory. Settlers had been coming into this land ever since the first news reached the East, in 1778, that George Rogers Clark had captured the British forts of Vincennes and Kaskaskia.

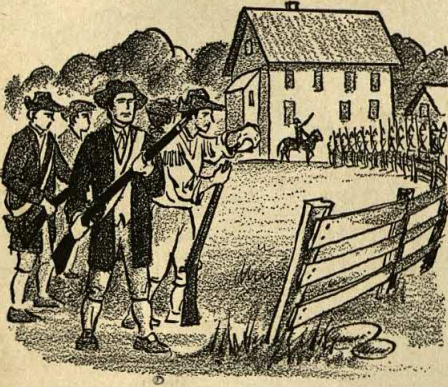
The settlements here in the North and West increased rapidly after the forming of the Northwest Ordinance of 1787. You have studied about this great law that

guaranteed to western settlers that their territories would become regular states. Soon people were chopping out clearings and building log cabins in the forests of pine, maple, oak, and birch that covered much of that Great Lakes territory.

Not all people interested in the West, however, were poor farmers searching for new land to settle and claim for their own. Along with these settlers came many a land speculator who bought vast tracts of land in the West. Organizations purchased as much as a million acres at a time. The price was very low which enabled promoters to sell to settlers at a profit.



## A New Nation of Liberty



1754 Franklin's plan for union of colonies failed.

1765 England began the Stamp Act and quickly ended it.

1775 The Revolutionary War began.

1776 The Declaration of Independence was written by Jefferson and passed by the Continental Congress.

1783 Treaty of Paris ended the war.

1787 The Northwest Ordinance was passed.

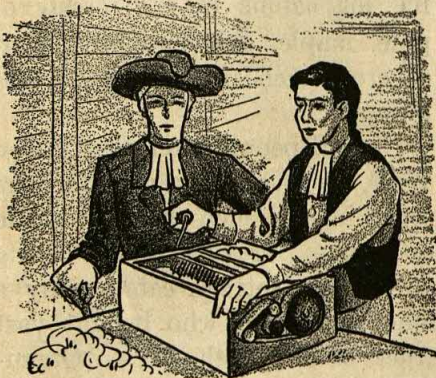
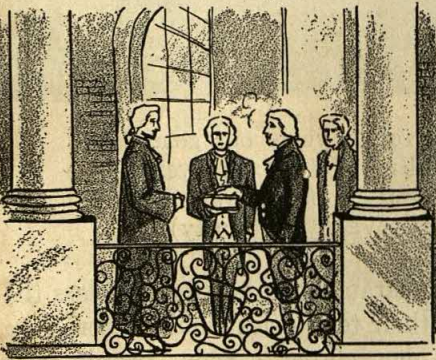
1788 The Constitution was adopted.

1789 Washington was elected President.

1790 Slater constructed a cotton-spinning machine.

1793 Whitney built a cotton gin.

1797 John Adams was elected President.



The events on this page represent important happenings as we gained our independence and began our government. You already have studied these events in Units Three and Four.



## Over the Mountains—Into the Wilderness

1748 Washington surveyed the Shenandoah Valley and became one of the first frontiersmen.

1769 Boone made his first trip to Kentucky.

1775 Boonesborough founded the year that fighting began around Boston.

1779 James Robertson led settlers to central Tennessee.

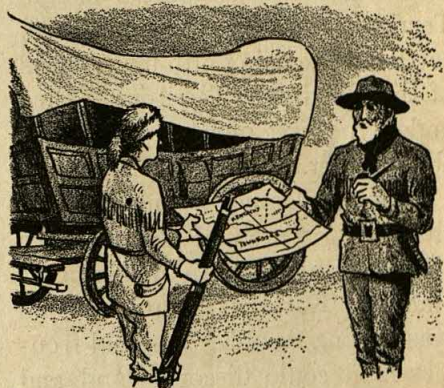
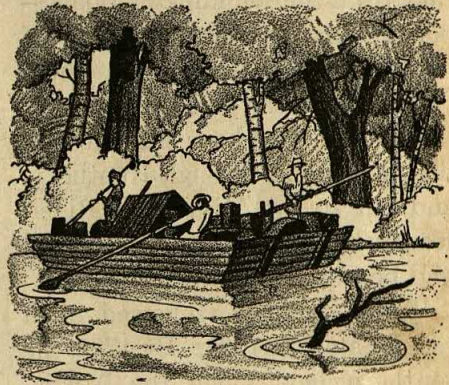
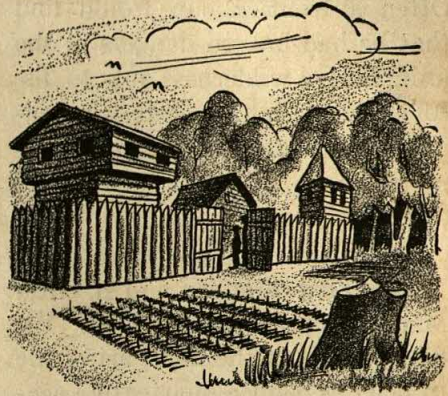
1783 Treaty of Paris gave us the frontier to the Mississippi.

1787 The Northwest Ordinance proved a fine set of laws for the new western territory.

(Many people went to the new lands of Kentucky, Tennessee, and Ohio during these years.)

1792 Kentucky became a state.

1796 Tennessee became a state.



Notice that many of the important frontier events that are listed above occurred during the Revolutionary War and while our government was being formed.



Often a frontiersman would find that he had braved dangers of the uninhabited wilderness only to discover later that an eastern speculator had bought the entire valley in which he, the first settler, had started his home.

**The First Frontier and a Great Man Disappear into the West.** We might think of the first part of the frontier as being a quarter of a century from the founding of Boonesborough in 1775 to the end of the century in 1800. During that short twenty-five-year period the line of the frontier had been pushed over the mountains, through Kentucky, and out to the Mississippi River. Kentucky was fairly well settled and became a state in 1792.

Tennessee soon followed as a regular state in 1796. By 1798, the southern land along the Mississippi River was organized as the Territory of Mississippi. By 1800, settlers were going into many parts of the Northwest Territory. Thus ended the first quarter century of the frontier.

What of Daniel Boone who led this great march of settlers over the mountains into the wilderness? Back in "Kaintuck" Daniel Boone was having trouble. The old frontiersman could discover land and he could defend it from attack by Indians. However, when civilization overtook him with such things

as taxes and deeds to land, the old pathfinder was defeated. He had claims to a great deal of land in Kentucky, probably all of which was rightfully his own. His boundaries were not definite, and he seldom seemed to have his deeds to property in correct order. Soon he lost a good portion of the land of Kentucky for which he had given so much of his life. "Kaintuck" wasn't the same. There wasn't a single buffalo in the state—but there were a hundred thousand people.

"Old woman," Boone is reputed to have said to Rebecca, "old woman, there isn't elbow room here. We're going west." He was almost seventy years old at the time, but he turned his face to the west and traveled beyond the Mississippi. Here a man could breathe and hunt without running into neighbors every fifteen or twenty miles!

Thus Boone went west with the frontier and left behind the Kentucky he knew so well and had loved so much. His spirit was the spirit of the frontier. It was a restless spirit that kept prodding men to go on, always a little farther, always on. Even after seventy years of age, he was considering moving from Missouri to the Rockies. "There was land out there to develop without neighbors getting in the way."



Daniel Boone was an old man now. For a time he whitened the sights on his rifle to help his failing eyesight. When he could no longer hunt, he turned to trapping, but his frontier days as an explorer were over. He stood and watched as two young pathfinders led an expedition to the Pacific past his place in Missouri, on out over the prairie lands, over the Rockies, and down the great Columbia River.

You already know something about those two young pathfind-

ers. They were named Lewis and Clark. How much Boone would have enjoyed going with them across the unknown West! But Daniel Boone had done his part, and he stood and watched as youth went on past him. Yes, old Daniel Boone had done more than his part in finding *Freedom's Frontier*. Back of him lay the mighty valley of the Ohio River and its tributaries rapidly filling up with the homes of our people. Boone had kept his own westward way until half the continent had been won.

### WORKING WITH HISTORY AND GEOGRAPHY

1. **Dialogue.** Write and present a dialogue between John Finley and Daniel Boone. Finley could be telling tales of the new-found hunting lands across the mountains. Boone could show his interest by interrupting with an occasional question. Keep the men in character.

2. **Travel List.** Make a list of articles which Squire Boone and his wife might have taken when they moved from Pennsylvania to the Yadkin Valley of Carolina.

3. **Article.** Write an account of the attack by Blackfish on Boonesborough that might have appeared in a Philadelphia paper of that time.

4. **Road Map.** On a map of the United States trace the routes of the first great early roads leading to the frontier: Forbes, Genesee, Wilderness, and Cumberland. If you wish, this could be a picture map. Perhaps some members of your class have traveled over parts of these roads in automobiles. Have these pupils tell the class what the country is like today through which the roads run and what the roads are called.

5. **Dramatization.** Dramatize a family discussion on the subject "Why Move West?" Include several members with different points of view. They might discuss where they should settle, the best way to get there, what they should take with them, possible dangers, etc. One group might enact the parts of a farm family of New England. Another group could present the same discussion among the members of a town family of Philadelphia.



**6. Diary.** Write a diary of one member of a family moving from a city on the Atlantic coast to Kentucky.

**7. Illustrated Floor Talk.** Find out all you can about the various types of flatboats used by American pioneers. Report your findings to the class in a floor talk. Use illustrations if you wish.

**8. Floor Talk.** Such men as James Robertson and John Sevier were as important in developing the frontier as Boone. However, they were merely mentioned in your text. Find out more about either of these great pioneers and present a floor talk based on your findings.

**9. Newspaper Article.** Find out more about the beginning of some frontier city such as Cincinnati, Cleveland, or Pittsburgh. Write an article based upon this information. Explain the importance of this city today.

**10. Hunting Map.** Draw a map of the area in which Daniel Boone lived and hunted. You might show Pennsylvania, North Carolina, Kentucky, and Missouri. Label Boonesborough.

**11. Models.** Make accurate drawings or models of a flatboat, keelboat, or steamboat.

**12. Making Slides.** A committee including members who enjoy research and some class artists might make a series of history and geography slides for the class. These could be shown in the stereopticon machine to illustrate floor talks, etc. You will find suggestions for carrying out this activity on page 442. You might wish to start this project with a series of pictures showing life on the early frontier. Maps made on such slides are valuable for class study.

**13. Quiz.** Have a committee prepare a quiz on geographical material found in this chapter. Stress location of such places mentioned as roads, rivers, mountains, states, cities, etc. Be sure to use wall or slide maps to point out locations. Outline slide maps may be projected on board and names written in correct location with chalk.

### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Daniel Boone	Cherokees	Conestoga wagons
Rebecca Boone	snipers	flatboat
John Finley	keelboat	stockade
Long Hunters	speculator	parleys
James Harrod	John Sevier	siege
James Robertson	frontier	rafts
pathfinders	frontiersmen	tributaries



## *Trail Blazers to the Pacific*

**The Biggest Real-Estate Deal in History.** The first part of settling the frontier of the United States was over by 1800. The Mississippi River had been reached. The eastern half of the old French territory of Louisiana was now a definite part of the United States. Across the mighty Mississippi, across "Old Man River," were endless plains gently rolling up to a huge system of mountains, the Rockies. Somewhere beyond the mountains lay the Pacific Ocean with a few quiet Spanish mission settlements. This West was a vast country of unexplored wilderness.

Spain owned that huge expanse of land with all the western tributaries of the Mississippi such as the Arkansas and the Missouri. Spain owned the trading post of St. Louis, and Spain even owned the town of New Orleans across on the eastern bank of the great river. When old Daniel Boone went out west to St. Louis to get some room to breathe, he was greeted by De Lassus, who was the Spanish commandant of St. Louis.

The presence of Spain, however, on our western side, was but little threat to the Americans of the

Kentucky or Tennessee valleys. The few Spanish trappers were thinly spread out between the two small trading posts of St. Louis and Santa Fe. The boatloads of Tennessee and Kentucky hunter-traders who floated down the Ohio and Mississippi rivers to New Orleans had little fear of the Spanish. These backwoodsmen thought that they, alone, could have taken New Orleans from the Spanish if someone would only give the word.

Presently something happened that filled the Americans with much concern. It was rumored that France had taken Louisiana back from Spain, and that Napoleon, the French emperor, was again planning to establish the French Empire in the Western World. Here was something that did upset the Americans of the Ohio and Tennessee valleys. These people had to have an outlet down the Mississippi River. Rough roads through the Cumberland Gap and through Pennsylvania to Pittsburgh, were good enough to get the settlers to the Ohio Valley. However, these roads, now cut to pieces by endless streams of west-bound Conestogas, were of no use to Ken-





tucky farmers who wished to haul produce to eastern markets.

It cost a hundred fifty dollars a ton to haul freight from Cincinnati to the east coast. That was an impossible price for the frontiersmen. So their goods were sent down the Mississippi to New Orleans, loaded onto boats, and shipped to Europe or to our own east coast ports. If the route to New Orleans were shut off, the people of the West would be in a serious condition.

The problem worried President Jefferson. You have read of this remarkable man and his part in starting the government of our country. He was now faced with a problem of holding this country together. The pioneer settlers were a long, long way from the eastern cities since the roads to the East were so poor. Statesmen from the original states along the seaboard were not willing to tax themselves in order to provide roads out to the wilderness. They were not interested in helping a few scattered frontier settlements ship their furs and farm produce to eastern markets. Certainly these same statesmen were not at all inclined to go to war to capture Louisiana or New Orleans just to give a few Mississippi River boatmen a free port to use for shipping.

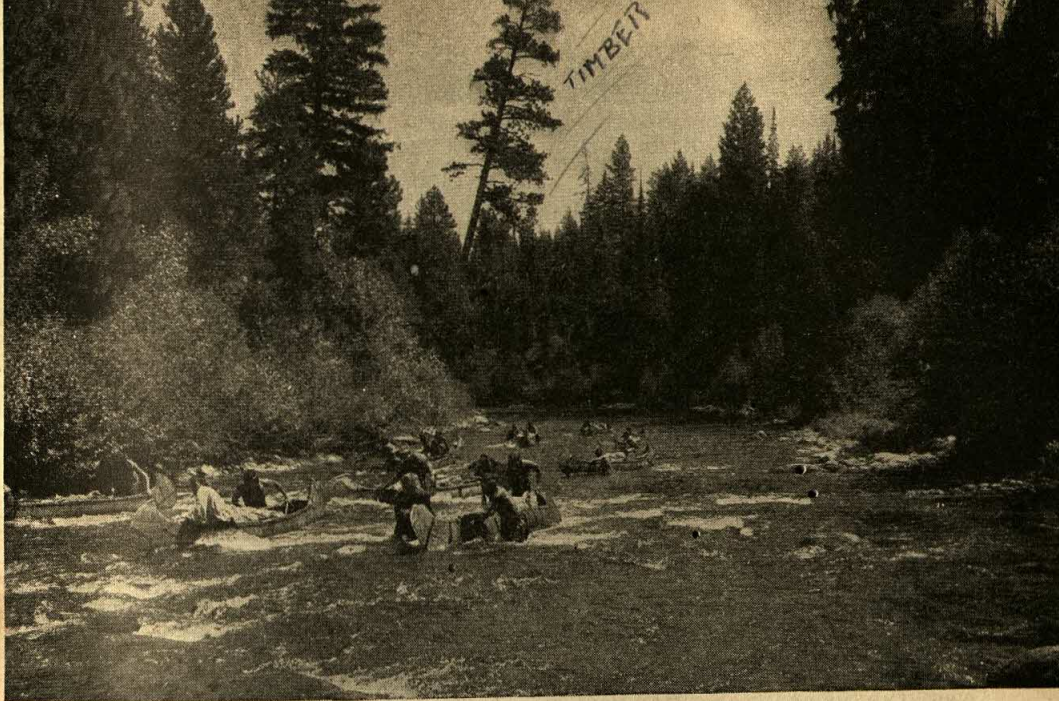
Nevertheless, the western people were going to have a free port.

The Spanish had permitted them to float down the river with their cargoes such as hemp, pork, and corn, and to tie up to the levees of New Orleans. In time the rumor was confirmed that Spain was to leave New Orleans and that Napoleon was taking back control. Up the Mississippi Valley flew the news. France had taken New Orleans again, and the river would be closed to our shipping! The news traveled back up the Ohio River and over the mountains to our country's capital. The word that reached Washington, D. C., from the West was that the government had better do something about the situation.

Jefferson, who was a peace-loving statesman, knew the temper of the Westerners. He knew these people had few ties with the Eastern states. Without doubt these men who had followed after Boone would go down the river and take New Orleans if necessary. They could do it, he knew, and they would do it, even if it meant war with France.

Jefferson acted at once. He sent James Monroe, who later as you know was elected President, to Paris to see if the shipping port of New Orleans could be purchased from Napoleon. However, before Monroe could reach the French capital, Napoleon himself had proposed the same thing. Plans were





**Western Pathfinders.** Fur trappers often hunted on the western plains and mountains long before the explorers who received credit for the discovery. (From "Hudson's Bay." Courtesy 20th Century-Fox)

not going so well for the new French Empire in the Western World. Napoleon was afraid he might lose Louisiana to England; therefore, he gave up the idea of re-establishing the French in the Western World almost as suddenly as he had started it. In addition to New Orleans he offered to sell all of the Louisiana territory to the United States.

Jefferson purchased this immense portion of land, called Louisiana, in 1803 (see map on page 321). It was the largest addition of land that was ever made to our country. It has been called "the biggest real-estate deal in history,"

and the transaction is known as the Louisiana Purchase.

Napoleon did not realize how big the real-estate deal was, or how valuable was the prize that he sold for the sum of fifteen million dollars. Any state formed in this vast tract was to be worth more than the purchase price. Neither Jefferson nor Monroe could realize the good fortune that had come to their country with the purchase. They had a general idea that the land would be valuable, but they could not begin to imagine the rich fields of grain that would wave over the Dakotas, or the corn and stock and oil fields that would



bring wealth to our citizens, from Montana to Louisiana.

Jefferson and Monroe knew that they were purchasing New Orleans and the fur-trading post of St. Louis. Little did they dream of the prosperous cities of these plains, from St. Paul and Minneapolis to Omaha and Des Moines; from the rich mines of Helena to the oil wells of Tulsa. Yes, this purchase gave us complete possession of the entire Mississippi River system of 15,000 miles flowing through the richest plains and valleys of the entire world. Truly this was "the biggest real-estate deal in all history." A huge new frontier was added west of the Mississippi River.

**The First Pacific Pathfinders.** It was not long before American pathfinders had crossed the Mississippi River and had marched out into that unknown prairie wilderness. The fact of the matter is that President Jefferson had started plans for explorations of this western country even before the actual signing of the Louisiana Purchase. Perhaps Jefferson knew that some day this land was destined to be a part of our country either by conquest or by peaceful purchase. He knew that there were vast stretches of land, thinly occupied by Indians, which the French, Spanish, or British had

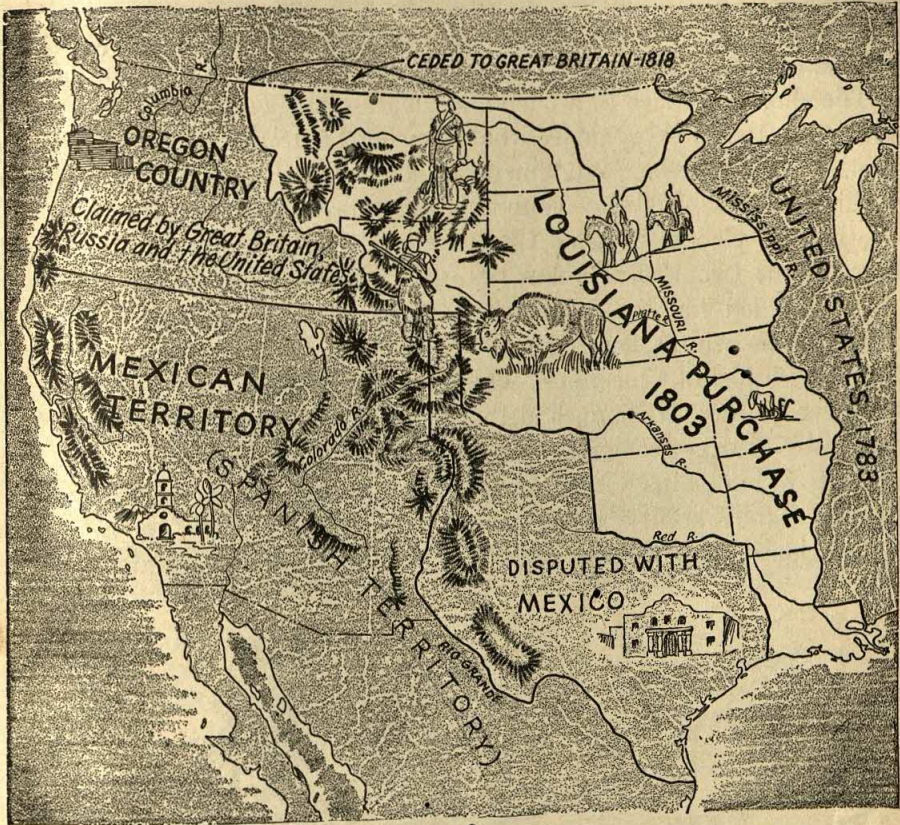
made no attempt to occupy and develop. When the purchase of Louisiana was complete, Jefferson had an expedition all ready to explore that wild land as far as the Pacific Ocean.

This expedition to the West is important in the history of the American frontier. It is, moreover, a remarkable story of the devoted friendship of two men and the hardships that they endured in order to complete the task they set out to do together. Meriwether Lewis was really the leader of the expedition, although he always insisted that his close friend, William Clark, shared the leadership and was entitled to equal honors. This exploration was named for these two men, the Lewis and Clark Expedition. No doubt you have already read some stories about this adventurous journey.

Lewis was private secretary to President Jefferson at the time the expedition was planned. Previously, he had served with Anthony Wayne against the Indians in the Ohio country. Here was just the man for Jefferson's western expedition, for the President wrote that Lewis had "—courage undaunted; possessing a firmness and perseverance of purpose which nothing but impossibilities could divert from its direction."

Meriwether Lewis thought that the expedition needed more than





**Map Showing Louisiana Purchase.** Jefferson began our march beyond the Mississippi River with the Louisiana Purchase. Can you name the important states later formed from this territory?

his own leadership. As a boy in Virginia he had had a friend, William Clark. As a soldier he had fought in the French and Indian War with this same Clark. Now, as the selected leader for an expedition of exploration, he insisted that Clark share the honors and responsibilities. The exchange of letters between these two men showed the character of each.

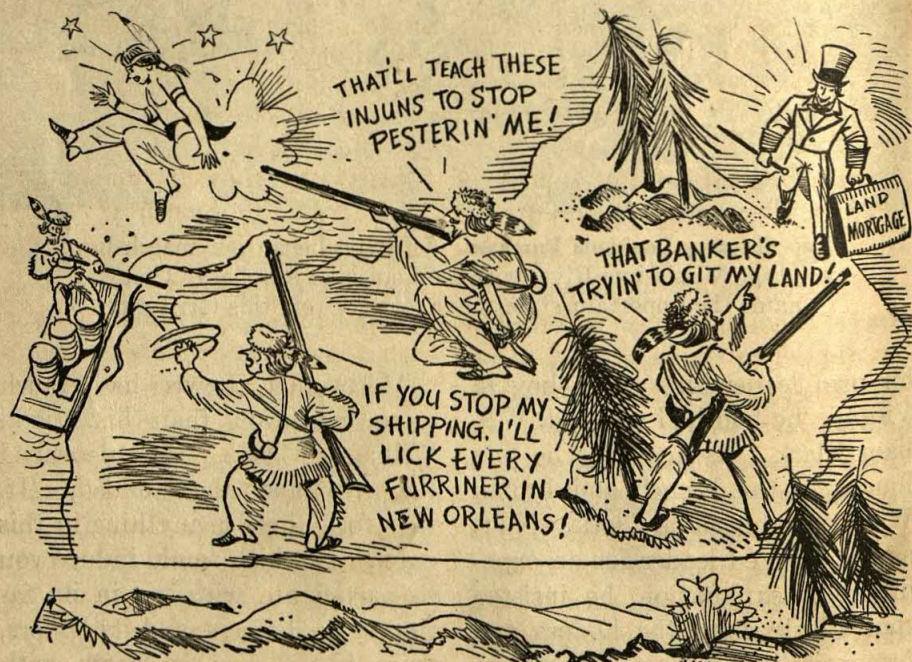
Meriwether Lewis had much more education than his friend William Clark. He described the trip and then added, "If, therefore, there is anything in this enterprise which would induce you to participate with me in its fatigues, its dangers, and its honors, there is no man on earth with whom I should find equal pleasure in sharing them as with yourself."



Clark replied, "My friend, I join you with Hand and Heart."

The choice of Clark as a partner was only the first evidence that Lewis had excellent judgment. William Clark was the younger brother of George Rogers Clark who, about twenty-five years before, had led his backwoodsmen through the winter floods against the British fort of Vincennes. The younger brother, William, had the same ability to get something done in spite of hardships. And he had to have that ability before the expedition with Lewis was over.

**Lewis and Clark Start Out for the Unknown.** The expedition left the small settlement of St. Louis in the spring of 1804. During the previous winter the two men had been busy preparing for the journey. Clark had organized a party of forty-three men from along the Ohio near Louisville. It was a good band for such an expedition, for they were frontiersmen and knew how to withstand the hardships of the wilderness. The first winter was spent in drilling the men. Boats had to be built. In Pittsburgh Lewis had purchased



Frontiersmen were independent people with little love for Easterners, Indians, or foreigners.





**Sacagawea, Indian Guide.** This courageous Shoshone woman guided the Lewis and Clark Expedition. With her papoose strapped to her back she marched through the winter snows over the passes of the Rocky Mountains. (Jorud Photo Shop)

knives, blankets, trinkets, medals, and other trading material, and this had to be packed. Thus they spent the winter months waiting for spring and the weather that would permit them to start up the Missouri River. By that time the entire party was so eager to go that even a departure in the rain did not dampen their spirits.

Meriwether Lewis and William Clark stood on the bow of the fifty-foot keelboat and turned their faces up the Missouri River. What lay ahead of them they could only faintly guess. Trappers had traveled a little distance up this river.

Nearly two thousand miles to the west was the mouth of another great river, the Columbia, which had been discovered only a few years before. No white man knew what lay between these two points. Lewis and Clark were determined to find out.

Up the Missouri River went the expedition. The party soon found that traveling up a river in a large keelboat is hard work. They pulled vigorously at their oars. Sand bars, rocks, and snags made their progress slow against the swift currents of the river—ten miles a day, twelve miles, fifteen miles. This



was a slow rate of travel with a journey ahead of them that was to be close to four thousand miles.

On up the stream the men rowed with occasional help from two pack horses that traveled along the bank. Ten days of traveling took the party past the last white outpost above St. Louis. Of course, at the last outpost they expected, and actually did find, another famous pathfinder, Daniel Boone. The old Kentuckian was now past seventy, but he was hearty and hale as he waved the two young pathfinders on their way.

**A Journey of Hardships and Courage.** It will not be necessary to repeat all of the adventures that befell this famous party of frontier explorers. There are many books about the Lewis and Clark Expedition and you should read the entire story elsewhere. The leaders of the expedition had much trouble with the Indians. At one time Clark and a small detachment of the band were surrounded on the banks of the Missouri by a band of treacherous Sioux Indians. The Sioux closed in on Clark with bows drawn. Young Clark had the same iron nerve that had enabled his older brother, George Rogers Clark, to bluff the Indian chiefs along the Mississippi nearly twenty-five years before. Clark faced the Sioux with his gun in

readiness and thereby invited them to start something. Clark's iron nerve won. The Indians faced him for a few moments, and then lowered their bows.

The leaders of the expedition had trouble with their own men. A deserter was caught. Both Lewis and Clark knew that if desertion spread among the men, the expedition would end in tragedy. So they ordered the deserter whipped. When the Indians near by heard of this punishment, they protested vigorously. Only a dog would be whipped, maintained the Indians. Why not treat the deserter as a man and torture him to death? The deserter was whipped. Discipline was insured. On went the expedition.

The greatest danger which the expedition encountered, however, was neither from Indians nor deserters. The chief enemies were the cruel winter weather of the mountains and the dread of starvation. You have no doubt read that an Indian woman, Sacagawea, guided the party through the Rockies. This remarkable woman found passes through the mountains for the party and finally brought them to the upper part of the Snake River. The men were encouraged to know that this water was flowing westward, and that on beyond somewhere was the Pacific Ocean for which they searched.







Meriwether Lewis and William Clark and their band of Kentucky woodsmen were by this time too weak with fatigue and sickness to be able to celebrate. Not even the majestic scenes along the mighty Columbia River thrilled them. Neither could they realize the value of the rich valleys that they passed, which soon would beckon settlers to the Oregon Territory. All they knew was that they were terribly tired and weak, and that the local Indians continually attempted to steal from the party and left nothing in return but fleas. In short, the expedition had about reached the limit of human endurance.

One day Clark wrote with customary enthusiasm and poor spelling, "Ocian in view. O! The joy." It was the Pacific Ocean. These were the first white men to cross the land that was to be our United States and reach the broad Pacific. It was a great accomplishment for the two young leaders, Meriwether Lewis and William Clark. Jefferson had given the party permission to decide what to do when the mouth of the Columbia was reached. They could either come back by way of boat or return overland. No boat was available, so the party passed a dismal winter at the mouth of the Columbia River, too miserable to enjoy their conquest of the continent.

With the return of spring, the Lewis and Clark Expedition was headed back up the Columbia River. The long journey of four thousand miles again lay before them, but this time the white men knew the trail. These two pathfinders had found it. In the fall of 1806, two years and four months after their departure from St. Louis, the pathfinders returned to the same trading post. They had traveled eight thousand miles.

Just as Daniel Boone had opened up the land between the Appalachian Mountains and the Mississippi, so these young explorers had opened up the land between the Mississippi River and the Pacific Ocean. President Jefferson wanted to prove that certain eastern statesmen were wrong when they said that this western territory was too wild ever to be tamed, and that no good use would come of it. Meriwether Lewis and William Clark were the first of a series of western pathfinders to help prove that Jefferson's big land deal was going to be a profitable thing for the United States of America.

### *FRONTIERSMEN AND FURS*

**Furs and History.** It is interesting to think of the number of times that the search for furs played a part in the story of our country. Champlain had hardly landed in the St. Lawrence Valley before the





**Fur Traders.** It was largely the search for furs that led to the exploration of the West. (From "Hudson's Bay." Courtesy 20th Century-Fox)

French trappers were out beyond the settlements trapping and trading for furs to ship back to France. The first clash between the French and the British occurred around the fur-trading posts of upper New York State and the Ohio Valley. The Long Hunters, who ventured over the mountains before Daniel Boone, were after the furs of animals to trade to other people upon returning from the long trip.

The search for furs went on. Boone's first trips to Kentucky were for the purpose of securing a supply of furs. He wanted to pay old debts and finance a permanent settlement in this new land where the hides and furs of beaver, bear, and buffalo would never be exhausted. At least Boone thought

they would never be exhausted, although about twenty-five years later the old woodsman was moving on where he could get some good hunting. Lewis and Clark were following in the footsteps of fur trappers and traders when they started up the Missouri River. St. Louis, the starting point of that journey, was a fur-trading town.

It is not strange that these first years in the wilderness should have been devoted largely to killing animals for fur. It is to be regretted, however, that the wholesale slaughter of animals so quickly cleared our forests and plains of wild life. However, furs were valuable, and hunters had to live. The royal courts of Europe would pay large sums for the furs of ermine.



Throughout the Eastern states and the countries of Europe, the skin of the beaver was in great demand for hats and other wearing apparel. Indeed, the beaver skin became so valuable that for years on the frontier it was used instead of money. This was similar to the time when tobacco leaves were used as money for exchange in Virginia. You recall also that, at a much earlier period the valuable berries of the pepper were used as money in Europe. Yes, the furs of beaver and other animals, such as the otter, the black bear, and the lynx were so valuable that this industry became the subject of bitter disputes and bloody frontier fighting.

**Frontiersmen Fight for Furs.** The French and British had quarreled and fought over fur-trading posts. When the French withdrew from North America, they left the British in possession of Canada. This meant that the fur business was in the hands of the Hudson's Bay Company, for this was the trading company that had all rights in the British part of North America. It was a rich business. In fact it was so rich that other companies were organized, and on the frontier there soon developed feuds between the men of the different fur companies. Traps were raided, stores of furs were stolen, men were killed. In the wild country of the

West there was little law or order. Parties wandered into the hunting lands of the other companies—provided they had more men along than the other company, and provided their men could shoot straighter.

When Lewis and Clark reached the land of the Dakotas, they found that the representatives of the Hudson's Bay Company were already trading with the Indians. Hudson's Bay men looked with concern on the exploration of the Americans, because they knew that the pathfinders would soon be followed by large parties of trappers and traders. They were not mistaken. Hardly had the expedition returned to St. Louis before an American, John Jacob Astor, had organized the American Fur Company. That organization was to earn a fortune for Astor. He built a trading post at Astoria, near the mouth of the Columbia, not long after the journey of Lewis and Clark. Astor had hoped to trade furs with China since that country was a good market for animal skins. This venture had little success at first, but soon Astor's fur company was doing a profitable business.

Our first pathfinders had traveled a route across the northern part of the vast new country to the west. What of the land between that route and the Spanish settle-



ment to the south of Santa Fe where our state of New Mexico now lies? What of the valleys of the Arkansas and the Platte rivers? What of the great valley of the Colorado? What of the vast lands from Kansas to Arizona, from Montana to New Mexico? What of the flat, desert plains and mountain ranges of Utah and Nevada? These plains and hills and rugged mountains were practically unknown, but in a few short years they were to be familiar to white men. It was largely the search for furs that accomplished the exploration of these regions.

**Plainsmen and Mountain Men Carry On.** The men William Clark recruited for the first famous journey to the west were woodsmen from the forests of Kentucky. A new type of frontiersman, however, began to go out west of the Mississippi River. These were not woodsmen. They were plainsmen and mountain men who were trained to meet the dangers of the plains and mountains beyond.

Soon groups of these plainsmen were journeying up the Missouri River and its tributaries in search of furs to send back to St. Louis. Many fur hunting and trading companies were organized. A St. Louis Spaniard by the name of Manuel Lisa carried on one of the first successful expeditions on the

Missouri River. He was followed by Andrew Henry who organized a famous band of hunters and trappers. This group included many men who later were to gain fame as western explorers: James Bridger, Etienne Provot, David Jackson, William Sublette, Jedediah Smith, and many others. The plan of the company was to have these men rove over the plains and valleys and then meet at a designated spot so that their furs could be collected.

In 1822 William Ashley joined Henry and together they organized the Rocky Mountain Fur Company. One of Ashley's first experiences was enough to discourage anyone. Ashley was a good organizer, but he was not a good plainsman. He did not have the natural instinct to see and meet dangers as had such followers as Jim Bridger or Jed Smith. In spite of warnings of trappers along the Missouri River, the first thing that Ashley did was to lead his party into a trap set by the Arikara Indians. Ashley had traded these Indians a quantity of powder and shot; then, having equipped his enemy, he allowed his party to be surrounded by over six hundred warriors. Only the natural frontier fighting ability of his men pulled Ashley's expedition out of a threatened massacre. For a few hours this frontier exploration was in danger of being wiped out.



**Jedediah Smith Finds a Place in American History.** William Ashley got his party back a safe distance from the Arikaras and took stock of the situation. Another party of mountain men were far beyond Ashley somewhere in the valley of the Yellowstone River. Ashley called for a volunteer to go through the Indians to get help from the larger detachment of men up the river. The man who volunteered was the youngest hunter of the party. His name was Jedediah Smith. If Jed Smith had lived today he would scarcely have been out of high school. He said he would get through to Major Henry with the message for help. He did, and from that time on Jedediah Smith was one of the important leaders of the frontier.

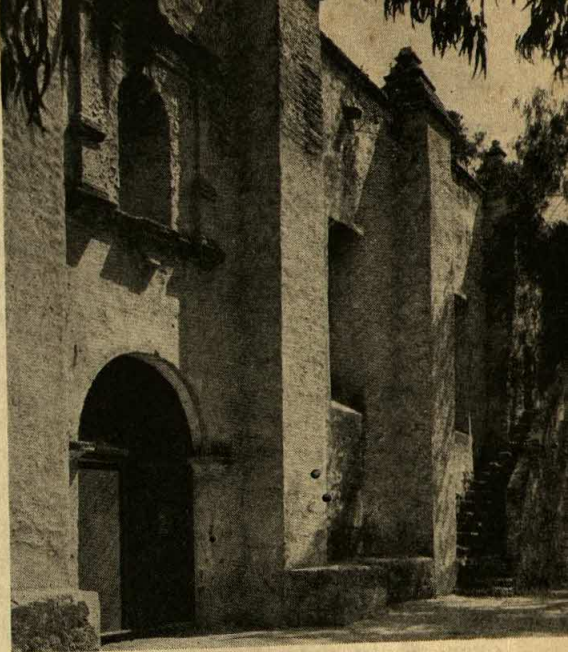
After the Arikaras had been defeated and punished, Ashley returned to St. Louis to take over the business of the company. Major Henry and the mountain men went on west to hunt and trap. These mountain men discovered the South Pass through the Rockies in Wyoming. This was to become a famous pass that was soon to take the long line of covered wagons on through the lands of Oregon. These men discovered the Great Central Basin in the present state of Utah, the Great Salt Lake, and explored many valleys and mountain passes.

You can see by the list of places discovered and explored by Smith and his men that these trappers were by this time mountain men in every sense of the word. They had left behind the plains of the Missouri River. Jedediah Smith and his companions were much like Daniel Boone. Daniel Boone left his Kentucky when it began to get settled. Smith and the mountain men went westward to the Rockies when towns and roads began to appear on the plains west of the Mississippi River.

Towns and roads did begin to appear with great rapidity. Less than twenty years after Lewis and Clark met the Indians on Council Bluffs, a road was being built from that place down into the present state of Missouri. When Jedediah Smith was leading his brave mountain men in search of furs, the United States Army was starting a long road from Little Rock, Arkansas, west to the Indian country. A fort was being built at the same time at Leavenworth on the Missouri River so that the trade on the Santa Fe Trail might have the protection of the United States Army. Yes, the West was being built up behind Jed Smith, and he didn't like it any more than Boone liked the idea of a hundred thousand settlers killing all the game in Kentucky. So Jedediah Smith did just what Boone did. He went west!



San Gabriel Mission, California. Jedediah Smith reached this peaceful mission after his difficult journey over the deserts. (Courtesy Los Angeles Chamber of Commerce)



**Jed Smith Pushes on to California.** William Ashley was now tired of wilderness life. He sold the fur business to Jed Smith, David Jackson, and William Sublette. These men would never tire of the unknown stretches of the West with its mountain streams rich with beaver and its valleys abounding with deer and bear. They had by this time explored most of the important rivers and valleys as far as the present state of Utah. They knew that beyond to the west was the Mexican land of California with ranchos and missions. What lay between the Utah meeting place of the mountain men and California along the Pacific? The very fact that these men didn't know was enough for Smith. He started out to find the answer.

If you have ever traveled by automobile or air-conditioned train over the lands of Utah, Nevada, and southern California, you can guess the hardships that faced Jedediah and his fifteen men in 1826 as they set out for the Southwest. It was no easy journey. During the last fifteen days on the desert the party marched in blistering heat with pack horses dying and men dazed with the scorching sun. Finally they reached the kindly Mission of San Gabriel in southern California. Here the men found cultivated fields, grape vineyards, and most important—water.

The Mexican officials thought that this wasn't a time to show their famous hospitality. They ordered the American, Smith, out of California. The Mexican gov-



ernment was beginning to have fears that these explorers and trappers of the mountains might soon take their peaceful California from them. Thereupon, Jed Smith went to the northern part of the state. He then crossed the Sierra Nevada Mountains at the Merced River, and after being held up by winter snows, finally reached his companions at Salt Lake. Smith's own description of that arrival is enough to tell the story of the expedition.

"We frequently traveled without water, sometimes for two days, over sandy deserts, where there was no sign of plant life, and when we found water in some of the rocky hills, we most generally found some Indians who appeared the most miserable of the human race, having no clothing and nothing to live on except grass seed, grasshoppers, and so forth. When we arrived at the Salt Lake, we had but one horse and one mule remaining; which were so feeble and poor that they could scarcely carry the little camp outfit which I had along; the balance of my horses I was compelled to eat as they gave out."<sup>1</sup>

Back to the West went the young pathfinder who apparently could be discouraged by nothing. Again Smith was told by the Mexicans to leave California. This

time Jed Smith went straight north up the coast to the mouth of the Columbia River. He was the first white man to make that journey, as well as the first to travel overland to the Southwest.

In this fashion, Jedediah Smith, mountain man and western pathfinder, wandered back and forth across the middle of the continent bringing new valleys and routes to the knowledge of settlers who were soon to follow after him. Like Boone and the other pathfinders before him, Smith was a restless sort. He was back again in St. Louis after the California ventures, but he was not there for long. We hear of him shortly after, leading an expedition of eighty men southwest toward Santa Fe. The party apparently lost track of the established water holes and Jed Smith struck out to find some river to save the party. Alone now, he was overcome by the heat and thirst, and was attacked and killed by a raiding party of Comanche Indians.

So died one of the brave pathfinders of the West. Scarcely ten years had passed since Jed Smith, a mere boy, had stepped out of a circle of mountain men and had said that he could get through the Arikaras that surrounded Ashley's party. How much adventure was packed into the lives of the pioneers of the frontier!

<sup>1</sup> H. C. Dale, *The Ashley-Smith Expedition*, pp. 192-3.



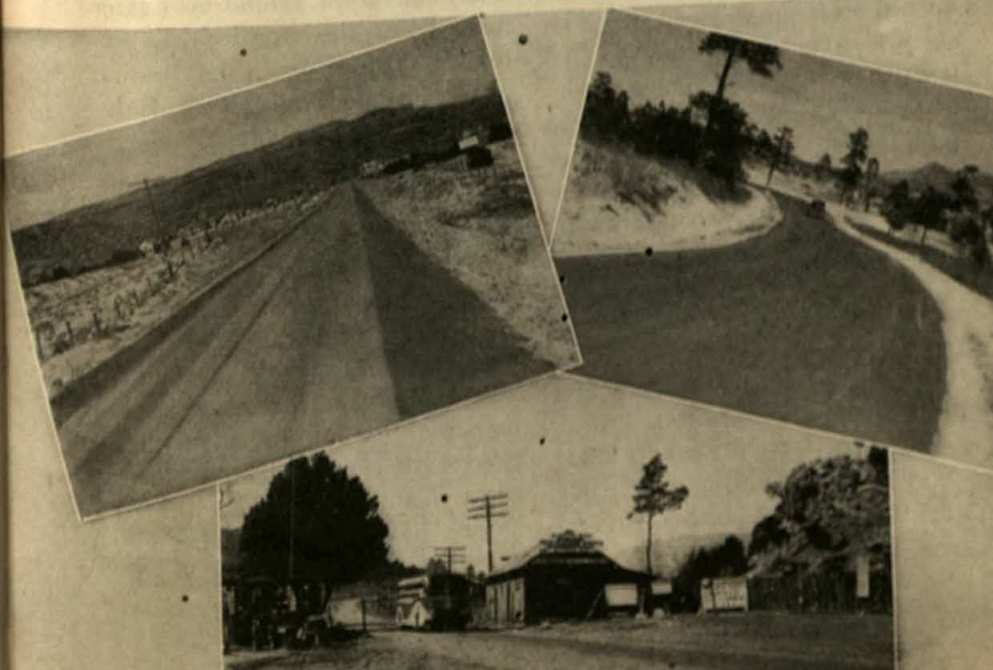
### *MORE THOROUGHFARES FOR FREEDOM*

**Covered Wagons and Pack Animals along the Santa Fe Trail.** Our pioneers built many thoroughfares for freedom during the first half century of our country's history. You read in the last chapter of the trails and roads that were constructed from the Atlantic coast settlements to the Ohio Valley. Soon trails beyond the Mississippi were being converted into wagon roads as settlers followed the explorers into the western plains and valleys. One of those early historic roads was called the Santa Fe Trail.

We have been reading much of American pathfinding and trail blazing. We must not forget that the Spaniards already had established a town in the Southwest in the territory of the present state of New Mexico. That town was Santa Fe. Santa Fe was an old town by this time, having been started by the Spanish about 1609, two years after the founding of Jamestown. The town of Santa Fe was the principal Spanish outpost after the trading town of St. Louis had been turned over to the Americans.

The Spanish in Santa Fe were watching the American explorers

**The Santa Fe Trail.** Modern scenes along the old Santa Fe Trail.  
(Courtesy Public Roads Administration)





and trappers to the north for fear that these men would attempt to push the American frontier over into Spanish territory. An American army officer, Zebulon Pike, came to Santa Fe in 1805 on an expedition of exploration. Pike explored the Southwest as Lewis and Clark had opened up the Northwest. It would be well to read more about this army explorer. The Spanish were fearful and Pike was placed in a Santa Fe jail. So for a time the American people who were interested in trading west of the Mississippi River avoided the Spanish lands to the southwest.

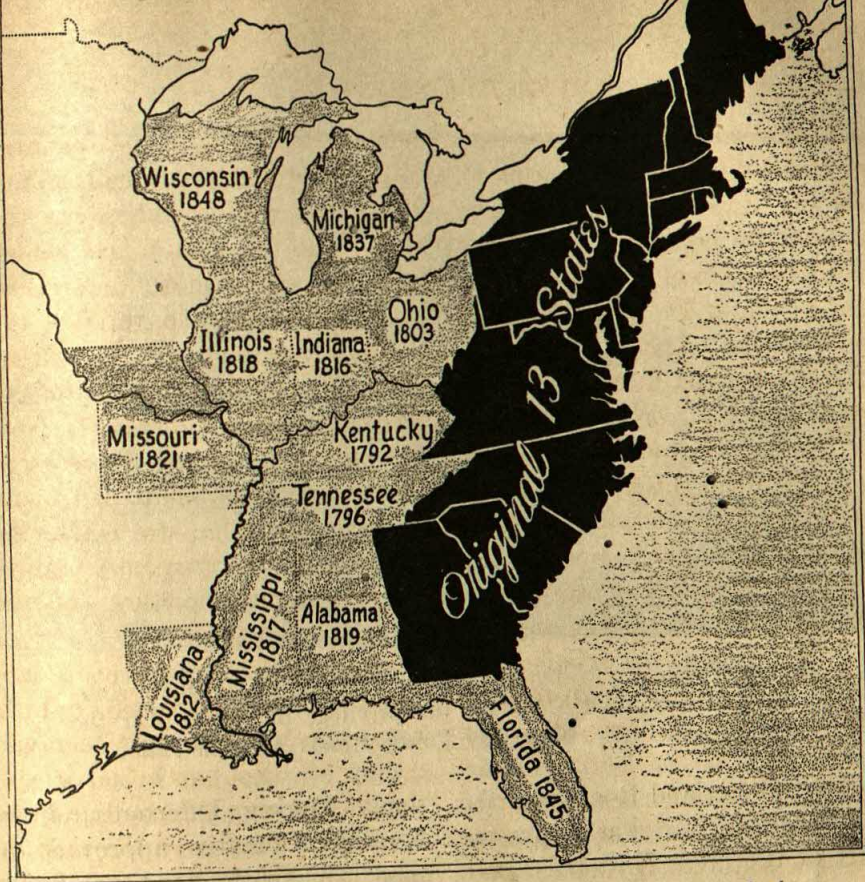
In 1821 the traders along the Mississippi River learned that Mexico had secured her independence from Spain. These Americans guessed rightly that a new and important trade route was now opened to them between the Mississippi River and Santa Fe. One trader, William Becknell, who lived in Missouri, was prompt to take advantage of the change of ownership of the town of Santa Fe. This man found four companions, hastily secured a stock of goods to trade, and started west along the Santa Fe Trail. It was not an easy trail, but Becknell and his companions made the journey and were back by the next year.

Captain Becknell again made the trip the following year. He took three wagons on this trip and

demonstrated that the country could be crossed by wagon trains. These covered wagons were the same kind of Conestogas which but a few years before were rolling over the rough road through the Cumberland Gap to Kentucky. How fast the line of the frontier was being pushed forward! Now the curved body of the eastern Conestoga was flattened and squared somewhat to make the "prairie schooner" which you have seen in moving pictures of the West.

After the pioneer work of Captain Becknell, the Santa Fe Trail was traveled by a large caravan each year. You may find it will help you to keep this route in mind if you will trace it on the map on page 325. Expeditions would generally start at St. Louis. At a later date, when the frontier was extended farther west, the trading wagons would assemble at Independence near the present border of Missouri and Kansas. River boats would bring different kinds of trading goods that were needed in the West where nothing was manufactured. Small things such as needles and thread, spoons and mirrors, were much in demand. The covered wagons or pack animals were loaded, and the expedition started out. The trail led across Kansas, and along the Arkansas River, where Dodge City





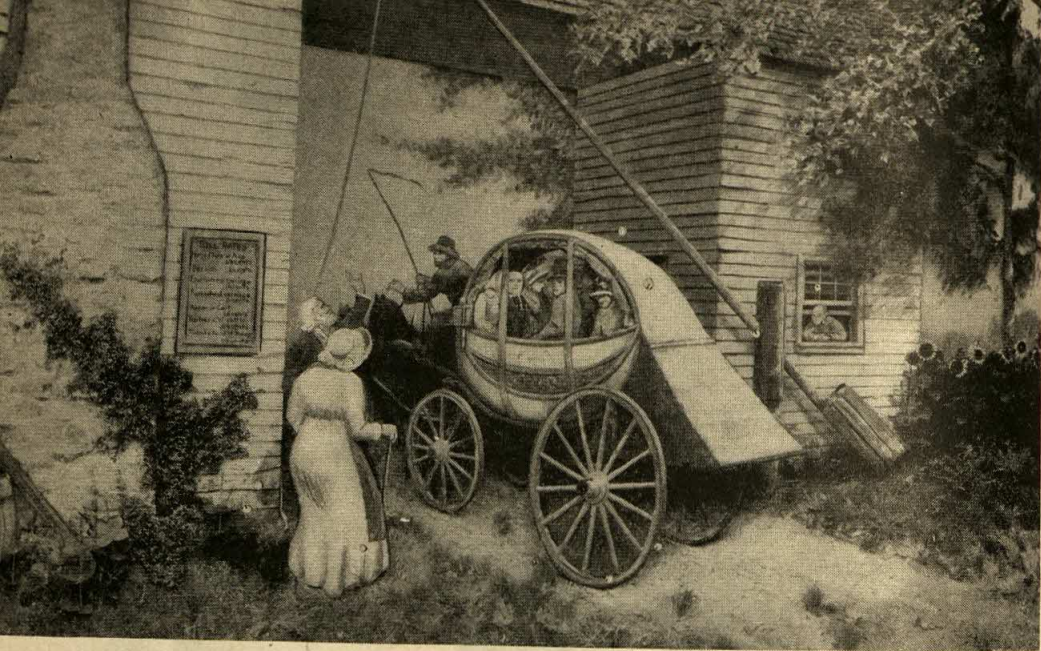
**New Frontier States.** While the pathfinders had been exploring west of the Mississippi, the territory behind them was being rapidly settled and new states formed. The territory shown on the map as Maine was part of Massachusetts.

now stands. Most of the trading caravans struck out southwest over the dry deserts and on to the town of Santa Fe. Today United States Highways 50, 350, and 85 follow nearly the same route as the old covered wagon caravans that trekked to Santa Fe.

**President Jefferson Begins the National Road.** While wagon roads and rough trails were being used west of the Mississippi, you can be

sure that more permanent roads were being built over the first frontier territory of Daniel Boone and George Rogers Clark. While the first prairie schooners were rumbling toward Santa Fe in 1822, workmen were extending and improving the National Road, which was started in 1811. This important highway eventually reached from the nation's capital to St. Louis and was the great route of western migration.





**An Old Turnpike.** Many early roads were built by private companies that charged a fee for the privilege of riding over the bumps and ruts. (Courtesy Public Roads Administration)

The Cumberland Road over the old Braddock trail was really the start of the great National Road. By means of the Cumberland Road travelers could go from Washington as far as the Ohio River. The road was poor, and people objected to paying heavy tolls on the private turnpikes. A solution to this problem was necessary because better and cheaper transportation to the frontier had to be found.

President Jefferson was one of the first persons to realize the importance of binding the West and East together with improved roads. He thought of the idea of improving the old Cumberland Road by having the national government pay for the construction of a good road. During Jefferson's administration Congress approved the plan. When the road was finally constructed, it was called the National Road. For the first time the government instead of a private company had built a road.

The National Road was a great thoroughfare. Soon mail was being rushed by fast stage over the one hundred thirty miles between Cumberland and Wheeling in the amazing time of a day and a half. Do not laugh at this speed. It was lightning fast for those frontier days. Soon this fast road to Wheeling on the river did not reach far enough into the frontier. Onward across Ohio went the great highway which today is U. S. 40.



Year after year the construction of the National Road went westward. Soon it was built to Columbus, Ohio. Then on it went to Indianapolis, Indiana. Eventually the great road was completed to Illinois where it connected with St. Louis on the Mississippi River. Many presidents after Jefferson, such as Madison, Monroe, and Jackson, took interest in the building and completion of the National Road. But to that great man, Thomas Jefferson, should go first credit. To the Far West he had sent Lewis and Clark to explore. Behind them he started the great National Road to bind two separate parts of our country into a really united Union.

**Clinton Digs a Ditch to the Frontier.** President Jefferson had been worried because of the lack of good roads to the frontier. He wanted to see the different sections of the country united. Eastern merchants were interested in the same problem but for more selfish reasons. Each city on the Atlantic coast wished to have as much of the western trade as it could possibly get, and the city with the best and easiest transportation would get that trade.

This competition for the trade of the frontier "seesawed" back and forth with first one locality and then another having the ad-

vantage. For a time the route over the Forbes Road across Pennsylvania from Pittsburgh to Philadelphia had a good deal of that frontier trade. Philadelphia prospered by this trade, but as trade increased, this road became more and more inadequate to handle the volume of traffic. The road was soon in poor condition. Rates for wagon hauling were over one hundred dollars a ton, a cost that made profitable trade almost impossible.

The improved National Road from Wheeling to the Potomac River brought some of this trade back to the East for a while. Then the seaports of Maryland and Virginia profited most by the western trade. Later, however, steamboats on the rivers began to take trade away from the roads east. It now looked as though New Orleans, and not any of the eastern cities, would be the market point for the West.

The greatest factor in developing a good portion of the West and determining what eastern city would get the greatest share of western produce was not a road. It was a ditch forty feet wide and about ten feet deep. Clinton's Ditch, the people called this first really important American canal. The name came from the Governor of New York, DeWitt Clinton, who was largely responsible for the great task of digging the canal.



The eastern seaport that received the benefit of the new trade with the West was New York City.

The Erie Canal was the real name of Clinton's Ditch. In some respects it was the most important project in the building of the western frontier. If you look on the map on page 341, you will notice that this Canal follows rather closely one of the main original gateways to the West. You recall that this Mohawk Valley was really the easiest of all western roads. No mountains had to be crossed as the traveler went west from Albany. Iroquois Indians and the British kept most travelers off this road until after the Revolutionary War. In later years a flood of wagons went west over this same pathway, then called the Genesee Road. Clinton had an idea that a canal could be built through this same territory. The elevation was not high at any point on the route. Clinton thought that locks could be built to raise and lower the barges.

DeWitt Clinton was right, but Clinton, like John Fitch and many others, was a pioneer, and it was not an easy thing to accomplish such a task. In that day the Erie Canal was as big a project as the construction of the Panama Canal in more recent years. First the people of New York State had to be convinced that such a waterway

would bring great wealth to their locality in the increased trade that would come through the state. Clinton tried to get the national government to help, pay for this canal as it had done in the case of the National Road. This effort failed. The states of Ohio and Indiana also refused to help although these states were soon to profit greatly by the use of the Canal.

The people of New York were determined by this time to dig the big ditch themselves and to pay for it out of their own pockets. In the end the state was rewarded so many hundreds of times that to try to set a per cent of profit on the investment would be impossible. The Canal took seven years to construct. It was three hundred sixty-five miles long. Sixty-five locks were necessary in order to raise the boats from one level to another. The big task was finished in 1825, which was about the same time that the Santa Fe Trail was opened and that Jed Smith was starting his mountain exploring career. Civilization was marching rapidly west to meet the new-found land of the pathfinders.

The importance of the Erie Canal can hardly be overemphasized. Clinton had pointed out repeatedly that water transportation was much cheaper than any means of land hauling. Indeed, even with all modern improvements of roads,





**The Erie Canal.** Clinton's Ditch was a great help in developing the West from Ohio to Wisconsin. (Courtesy Public Roads Administration)

trucks, and railroads today, water is by far the cheapest of all means of hauling freight. Clinton's Ditch was a means of getting produce from the interior to an Atlantic shipping port much faster and much cheaper than any means used up to that time. The hauling time was reduced from twenty to eight days. The hauling costs were lowered from a hundred dollars to ten dollars a ton. Towns, such as Utica and Syracuse, developed in middle New York State along the Canal. All of the territory of northern Pennsylvania, Ohio, and Indiana began to develop because the products from those lands could be shipped over Lake Erie to the Ca-

nal. The states of Illinois, Michigan, and Wisconsin now grew rapidly due to the fact that people could ship over the Great Lakes and through the Erie Canal.

One of the most important results of the building of the Erie Canal was the fact that immediately New York took the lead in eastern shipping. More wharves had to be built for the tons upon tons of western produce that kept pouring through the Canal from the West. Shipping companies of all types were organized. Banks were also organized to finance the increased shipping business. New York City was well on the way to becoming one of the largest



exporting and importing cities in the entire world, and much of that growth was due to cheap transportation over the Erie Canal.

There was jubilation all along the three hundred sixty-five miles of the canal when Clinton made the first journey and emptied a cask of Lake Erie water into the Hudson River. The official party watched parades and attended banquets to celebrate the great accomplishment. No doubt all were thinking of the prosperity that the Canal would bring. The citizens of New York City and those of the towns along this water route were celebrating the fact that it would bring them wealth in new trade.

Far away to the south in Virginia at his home at Monticello, an old man, Thomas Jefferson, knew of the completion of the Canal. We may very well guess that while he thought of it with satisfaction, he was not thinking of profits from trade. The western land that would be served by the Erie Canal had meant much to Thomas Jefferson. He had purchased much of that vast territory. He had sent his secretary, Meriwether Lewis, to explore and map that land. He had seen the East and West grow apart because of transportation difficulties, so he had started the National Road to serve as a tie to bind our two sections together.

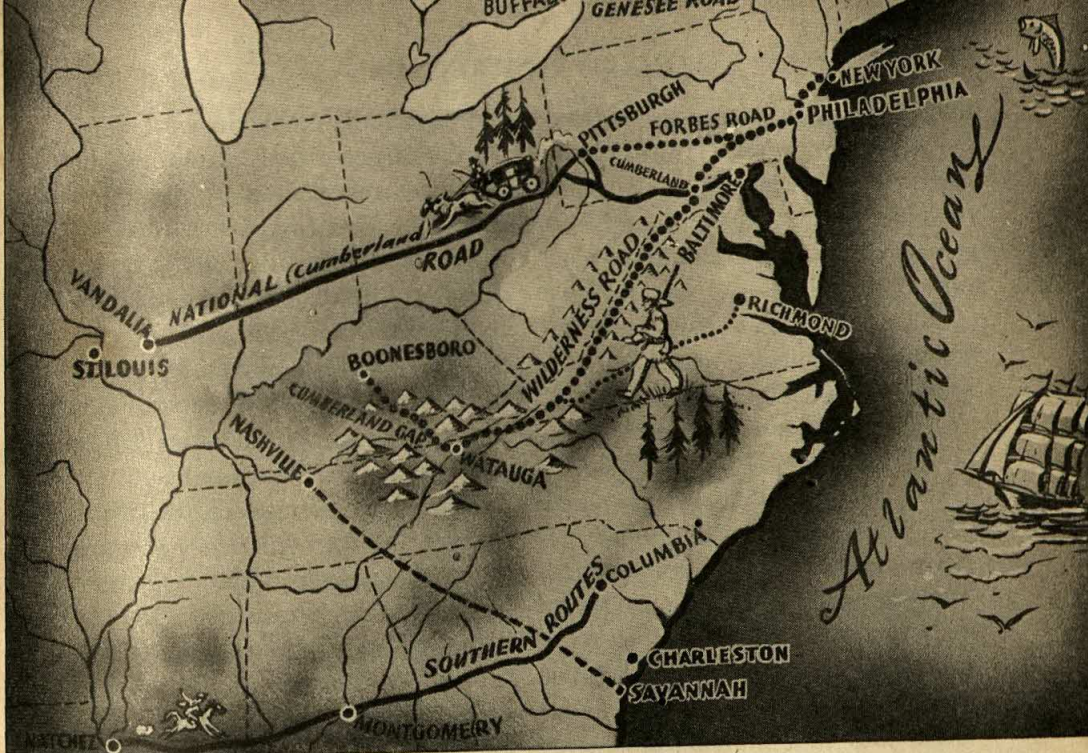
Now, with but a year left to live of a long and fruitful life, the news reached Jefferson that still another thoroughfare for freedom had been built across the wilderness. How good the news must have been to that great American!

### *THE FRONTIER MOVED RAPIDLY WESTWARD*

**States Follow the Frontier.** While men like Meriwether Lewis and Jed Smith were searching for unknown trails through the snow-bound Rockies, or fighting ambushes of Arikara Indians, many important things were happening behind them. The land that the first pathfinders had explored was being settled by families of American people. That land was being settled so rapidly that during the period when the pathfinders were exploring the Far West, a new state was being added to our country every three or four years.

It was certainly not an exaggeration to compare the movement of people who followed Daniel Boone into the Mississippi Valley to "a tiny stream that grew to be a flood." It was indeed a flood of people, and a mighty one at that. You read of the sudden movement of settlers that swept into Kentucky and drove solitude-loving Daniel Boone farther west. We also mentioned the first small settlements in the Tennessee Valley





**Early Roads to the First Frontier.** Many of us today will be able to travel on modern highways along those early, historic routes.

and on the north bank of the Ohio River across from Kentucky. We did not have time to tell about all the important settlements of those lands. Settlers, traders, farmers, craftsmen—all followed the pathfinders in such rapid order that by the time Lewis and Clark were heading up the Missouri River in 1804, Tennessee and Ohio, as well as Kentucky, were regular states of the Union.

Out in front went the pathfinders and the frontier! On behind them came the permanent settlers! In 1819 hard times came upon the

people of the East and great numbers of them decided to become western pioneers instead of unemployed Easterners. The same year of 1821 that Captain Becknell ventured over the Santa Fe Trail to prove that trade could be carried on across the wilderness, the territory of Missouri was declared a regular state in the Union. We marvel at the rapidity with which things were happening in those days. Missouri became a state in 1821. Scarcely forty years before that occurrence, George Rogers Clark led his small band of rifle-



men over this very same region! He had found only a few thinly scattered fur-trading posts and numerous Indian tribes. Our country's story was marching on with rapid strides.

Many other Mississippi Valley stars were added to our flag even before Missouri became a state. We have mentioned the new states of Kentucky, 1792; Tennessee, 1796; and Ohio, 1803. On marched the new states in rapid order: Louisiana, 1812; Indiana, 1816; Mississippi, 1817; Illinois, 1818; and Alabama, 1819. Back in New England some of the original states were becoming more densely populated, and new states were being formed. Vermont became a state in 1791, and Maine in 1820.

This rapid growth of states east of the Mississippi occurred even before Jed Smith joined the trapping company of Ashley. When those mighty mountain men struck out for trapping lands in the Rockies, and when the first prairie wagons rumbled out over the Santa Fe Trail, these pathfinders were leaving behind them a rapidly growing nation of twenty-four states. Truly, in few periods of history had so many things happened in so short a time.

**The American Indian Is Driven West.** The westward march of the American frontier on the trail of

the pathfinders is a glorious story. To the Indian tribes, however, the westward march was anything but glorious. War followed war in the story of the frontier, and treaty followed treaty. Whether or not the treaties were just, and whether or not the white people lived up to their promises, the fact remains that each year found the tribes pushed back a little farther.

Before the coming of the white settlers, a few hundred Indians had roamed over territories larger than some of our states. A tribe would claim a large region of land for its own possession simply because its members might hunt there every few years. They had little sense of ownership of land. It was to be expected that the frontiersmen, who wished to build permanent homes, would give little heed to the claims of roaming Indians who only wished to hunt occasionally. No doubt it would not be expected that a few Indians, living in comparative squalor, could keep vast portions of the earth on which merely to hunt and fight each other. The Indian's way of living had been a poor one, but it was the only way he knew, and he was losing it.

It is certainly regrettable that no way was ever found to make a just settlement of the problems of the Indians and the white settlers. Some of the eastern tribes moved



west to escape the oncoming whites. Some of the forest Indians, such as the Sioux, left the woods around the Great Lakes and moved to the western plains. Others, such as the Cherokees, who had fought against the settlements in Tennessee, were forced finally to move out west. Later we shall read that these tribes were given territories in the plains and mountains only to have prospectors rush over their land in a search for riches or to have commercial hunters slaughter their buffalo.

From time to time the tribes rebelled, thinking that the limit of their patience had been reached. There were many of these uprisings. Some of them were little more than raids, while others reached the proportions of full battles. For example, Little Turtle of the Miamis rose against the whites only to be defeated in the battle of Fallen Timbers by Anthony Wayne, whom you remember for his exploits in the Revolutionary War.

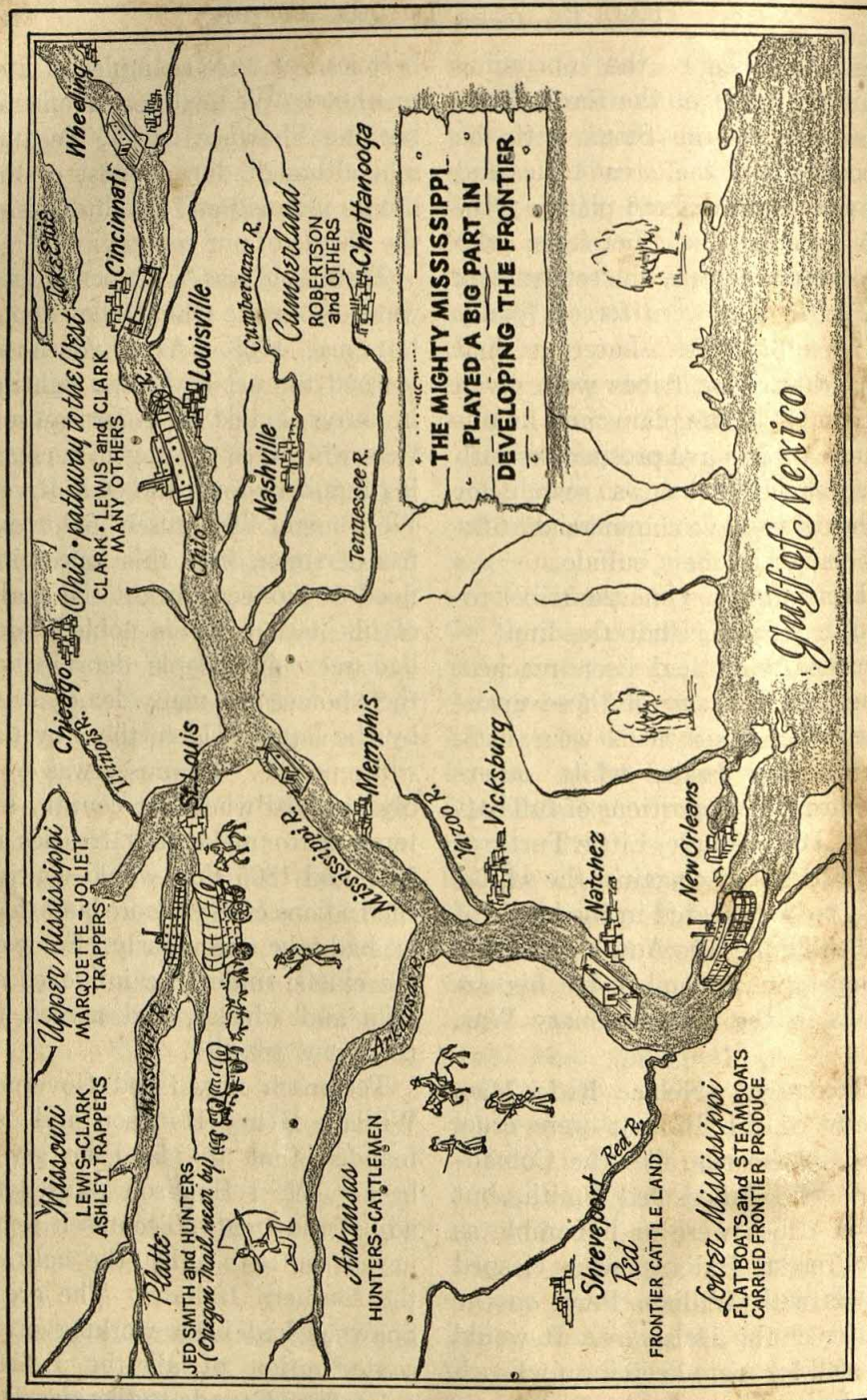
**Tecumseh, Noble Red Man.** Many of the Indians were cruel and treacherous, like the Comanches who killed Jed Smith, but other tribes were as honorable as the forest Indians who clasped hands with William Penn on the banks of the Delaware. It would be well for us to keep in mind such noble red men, for some of their

best leaders were examples of fine manhood. We might even remember the Shawnee leader, Tecumseh, although during most of his life he planned and fought against the people of our country.

Tecumseh was a Shawnee who was born in the Ohio Valley about the year 1768. As a youth he learned the art of Indian fighting in forays against the American settlers who were coming in increasing numbers down the Ohio River. Well might Tecumseh fight our frontiersmen, for this oncoming flood of pioneers meant the death of his nation. This noble leader had seen his people deprived of their homes and many demoralized by the liquor sold to them by the white people. Tecumseh was doubly alarmed when our country attempted to make new treaties in 1804 and 1805 that would deprive the Indians of even more land than we had taken previously. Some of the chiefs, under the influence of gifts and whisky, had agreed to these new treaties.

Tecumseh now faced Governor William Henry Harrison and demanded that the land be given back. When Harrison refused to adjust the treaty, Tecumseh journeyed south to enlist the help of the southern Indians. The great Shawnee had been working on a confederation of all the Indian tribes from Canada to Florida. His







self-control and great eloquence as a speaker had won for him the position of leadership of all the Indians. While Tecumseh was on this mission, Harrison attacked the Shawnees under Tecumseh's brother and completely defeated the Indians.

Tecumseh joined the English in the War of 1812, believing that the British with their fur-trading posts would be less a threat to the Indians than the Americans who were destroying the red men so rapidly. The great chief died in this war bravely facing a charge of American cavalry. Undoubtedly, Tecumseh was a noble man who fought bravely for his people and the things that he considered to be right. The Shawnee chief was one of our great Americans.

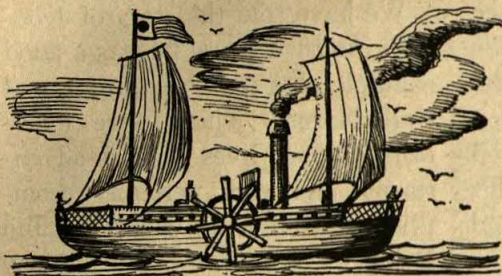
**Jedediah Smith and the Mountain Men Pass into History.** Tecumseh and other Indian leaders were not the only interesting people who disappeared before the onrush of civilization. Jedediah Smith could no more have lived in the midst of civilization than could Daniel Boone or the chief of the Shawnees. Such men needed room to roam and live, and such types as Boone and Smith disappeared as rapidly as the Indians. The old life of Indians and frontiersmen alike gave way to a new life of roads, fences, and towns.

We have told the story of Jedediah Smith because he was a good example of a western trapper and trail blazer. There were many others whose lives were as adventurous and who perhaps accomplished as much. There was Jim Bridger who knew the Rocky Mountains as well as any living man. There was the famous scout, Kit Carson, who learned the secrets of the wilderness from Bridger. No greater pathfinder and guide than Carson ever lived. General John C. Frémont was guided by Kit Carson and did much to map the roads to California and Oregon.

There were many others, but you must read elsewhere of how they rode the plains with heavy rifles in readiness for fur-bearing animals or Indians. Thus the explorers of the western plains and mountains came into our country's story, did their work well, and then disappeared as roads and civilized settlements overtook them. In small bands, in pairs, yet often alone, the adventurous lives they lived have scarcely been equaled in the story of our country—or any other country for that matter. They were a hardy lot, those plainsmen and mountain men. Hardy and resourceful they were, and tough as the hides they hid in secret valleys from lurking Indians—and each other.



# IMPORTANT EVENTS ABOUT WHICH WE HAVE ALREADY STUDIED



1801 Jefferson was elected President

1807 Fulton's *Clermont*

1809 Madison was elected

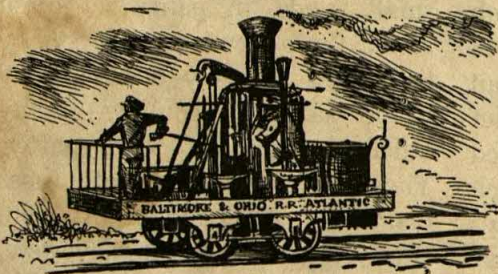


1811 First steamboat on the Mississippi River

1812 War with England

1817 James Monroe, President

*Dep*  
1821 First public high school, Massachusetts



1825 John Quincy Adams, President

1829-30 The Baltimore and Ohio Railroad

These are events which you studied in Unit Four, *Our Young Country Grows Up*.



## TRAIL BLAZERS TO THE PACIFIC

1803 Louisiana Purchase

1804 Lewis and Clark

1805 Pike's journey

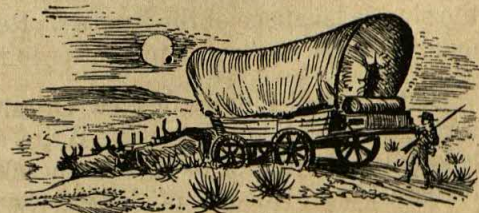


Tecumseh attempted to  
organize Indians

1811 Work began on National  
Road

Astoria founded

1819 Hard times in the East

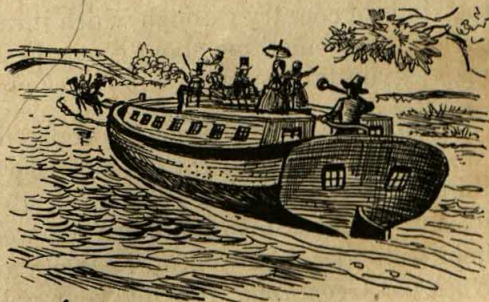


Many pioneers started for  
the frontier

1821-22 Santa Fe Trail

1825 Erie Canal completed

1826 Jed Smith reached Cali-  
fornia



Notice how many important frontier events were occurring during the  
years when our young country was growing up.



## WORKING WITH HISTORY AND GEOGRAPHY

You will find a list of All-time All-Americans of the frontier at the end of the next unit.

**1. Product Map.** Draw a map showing the states that have been cut from the Louisiana Purchase. Label the most important cities. By means of drawings or cutout pictures, show the important products of these states today.

**2. Area Comparison Map.** Draw a map showing the area of the Louisiana Purchase compared to countries of Europe or Latin America.

**3. Dialogue.** Write and present a dialogue between Thomas Jefferson and James Monroe discussing the Louisiana Purchase.

**4. Letter.** Imagine that you are a frontiersman who has settled in the Ohio Valley. Write a letter to President Jefferson protesting the taking over of New Orleans by the French. Present your point of view in the simple language of the frontier. Remember though, even a frontiersman wouldn't use "ain't" in a letter to the President.

**5. Illustrated History of New Orleans.** New Orleans has always been a romantic and colorful city. Write a history of New Orleans during colonial and frontier days. At the close of your "history" you might explain what evidences of these early periods remain today. Illustrate with drawings, photographs, or cutout pictures.

**6. Floor Talk.** Zebulon Pike was merely mentioned in your text. He is very important and interesting. Find out more about him and present your findings in a floor talk.

**7. Travel Talk.** Prepare a floor talk about the Santa Fe Trail. Tell the kinds of country through which it ran, the types of commerce carried over it, and something about Santa Fe today. Be sure to use your wall map as you talk to point out places you describe.

**8. Magazine Article.** Some people think that geography isn't very important. Men like Lewis and Clark found it the most important thing that explorers had to consider. In what ways did geographical features such as mountains, rivers, weather, types of vegetation, etc., help or hinder their venture? Write an article for a magazine such as *National Geographic* proving your points. You may include maps if you wish. Pupils who enjoy a challenge might explain which of the geographical features that hindered Lewis and Clark have been conquered by modern scientists and engineers.



**9. Research and Class Discussion.** The fur business has an exciting past. The boys might be interested in early methods of hunting and trapping compared with modern methods of securing furs. Don't forget fur farms. The girls might be interested in deciding what furs they would like to have and where they could be secured today. Have a class discussion about the fur business then and now.

**10. Floor Talk.** We have used Jedediah Smith as an example of a mountain man. There were many others who probably did as much as he. Find out more about one of these, such as Jim Bridger, and present your findings in a floor talk.

**11. Skits.** Write and present a series of skits dramatizing the life and adventures of Jedediah Smith.

**12. Radio Program.** Write and present a radio program dramatizing scenes from the adventures of Kit Carson and John C. Frémont.

**13. Class Program.** Prepare and present a program honoring the men who explored beyond the Mississippi River. Be sure that your program has variety. You might include skits, tableaux, exhibits, and music. Why would the singing of "America the Beautiful" be especially appropriate for such a program?

**14. State Chart.** Make a chart showing the order in which the states entered the Union up to the time when Missouri became a state (1821). Use the following headings, adding others if you wish.

NAME OF STATE	DATE ADMITTED	FIRST SETTLEMENT	CHIEF INDUSTRIES AND PRODUCTS TODAY
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**15. Editorial.** Write an editorial that might have appeared in a newspaper published in a frontier town demanding that the government build roads over which the frontiersmen might transport their produce.

**16. Floor Talk.** Prepare a floor talk on DeWitt Clinton and the Erie Canal.

**17. Panel Discussion.** Prepare a panel discussion on the Indian problems. One panel member might present the viewpoint of the Indian, another that of the frontiersman, another that of an Easterner who lived during the period but was not much concerned, and still another the viewpoint of most modern Americans. There are many books in which you will find excellent material for your talks. Refer to page 438 for procedure to follow when planning and holding a panel discussion.



**18. Pages from a Diary.** Jed Smith probably never attended school, but he knew more geography than do most people today. Write a few sample pages from a diary which Smith might have kept telling of his trip to the Pacific coast and back. Have the pages show his knowledge of the geography of the western states. Include comments on mountains, rivers, valleys, deserts, etc.

**19. Mural.** Make a mural for the wall of your classroom showing methods of transportation which helped to open the frontier. Study some modern murals in the buildings of the city or town in which you live or reproductions in books. You may use crayon or paint on muslin or paper. Be sure your drawings are historically accurate. You probably would want to show the stagecoach, flatboat, keelboat, steamboat, Conestoga wagon, prairie schooner, and train.

**20. Dramatization.** Dramatize a scene from a meeting held by frontier men and women in which they discuss the problem of finding a way to market their produce. Have different types of people contribute their views. The scene might close with the singing of several songs popular on the frontier. Perhaps your music teacher might be willing to help a group learn some of these songs.

**21. Memorandum Pad.** Don't forget the many interesting activities which you have carried on in your work with other units such as stamps, current events, etc. Remember to keep your cumulative pages up to date.

#### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Meriwether Lewis	William Ashley	John C. Frémont
William Clark	James Bridger	DeWitt Clinton
Sacagawea	plainsmen	Tecumseh
John Jacob Astor	mountain men	Arikara Indians
Manuel Lisa	ranchos	Santa Fe Trail
Zebulon Pike	Miamis	trail blazing
William Becknell	Jedediah Smith	forays
	Kit Carson	



## Unit Six

### *Pushing Freedom's Frontier Westward*

*Chapter 16. Southern Frontier Heroes*

*Chapter 17. Covered Wagons Roll Westward*

*Chapter 18. Freedom's Frontier Is Established*

The story of the American frontier is one of endless changes. Restless explorers and trappers ventured farther and farther across prairies and mountains. Brave settlers followed closely behind the pathfinders and established homes in spite of wilderness dangers. More pioneers moved in, unhitched their oxen, and unloaded their prairie schooners. Settlements grew rapidly. Presently each locality began to boast of the features of civilization: many homes, a store, a post office, a church, and a road to other settlements. Thus the frontier disappeared only to be pushed farther west by other adventurous spirits.

This unit is the story of the settlements west of the Mississippi River. The first frontier, east of the Mississippi, had been well explored and fairly well settled by the beginning of the new century, 1801. But across "Old Man River" were vast unknown territories into which only a few of the most hardy of the wilderness hunters and trappers had dared to venture.

The tide of the westward movement swept out across the prairies and mountains as rapidly as it had filled up the valleys of the Ohio. Explorers and scouts went first. Hunters and trappers were roaming these lands sometimes even before the men who were given credit for being the first explorers. Settlers came rapidly. Soon long wagon trains were assembling for the western journey. So did these frontier pioneers beat thoroughfares for freedom across a wilderness. When their work was done, our country extended from the cattle ranges of Texas to the pioneer orchards of faraway Oregon.





Our pathfinders and trail blazers pushed *Freedom's Frontier* through the passes of the western mountains. This scene is Mirror Lake in Yosemite Valley, the Sierra Nevada Mountains. (Courtesy Yosemite National Park)



## *Southern Frontier Heroes*

### **The Frontier Elects a President.**

In the last chapter you read that the frontier to the Mississippi was being rapidly settled as pioneers pushed westward with wagon and flatboat. Soon all the land to the great river was organized into regular states. More and more congressmen came to our capital representing the common people of frontier farms and small villages. For years Congress had been controlled by statesmen of the Atlantic coast, but now out of the frontier West came men who were national figures.

These western men began to have real power in our government. You have read of Henry Clay of Kentucky and his part in starting the War of 1812. Even at that early date the West was strong enough to force a war in spite of the fact that New England statesmen were for peace. Before many years had passed, the West elected one of their own men, a frontiersman, for president. That man, Andrew Jackson, was one of the outstanding characters in our history.

Many of our statesmen, such as Jefferson, were interested in the

problems of the frontier. Jackson was not only interested in the frontier; he was, himself, a frontiersman in every respect. He was indeed so much like the frontier that you could almost describe the frontier by describing Jackson. Jackson had some very fine frontier qualities and he also had some pioneer characteristics that were not so good. A frontier life had given this leader great physical endurance and courage. He was loyal to his friends, but he hated his enemies. He was always ready to fight the cause of poor people. He had a limited education and, in general, didn't like people who were cultured. Jackson's enemies were correct when they called him rough, crude, and headstrong, but "brave and strong, rough and crude" is also a very good general description of the frontier.

We are ready in our story for the last part of the frontier, the settlements out beyond "Old Man River," the adventure of the Far West. Before we cross the Mississippi we should study about Andrew Jackson, the President, who was so much like the frontier. The life of this fiery, determined, and



hot-tempered character covered most of the days of the American frontier. He was born in a poor frontier cabin in the Carolinas in 1767, the year Finley made his first trip to Kentucky. Jackson died in Tennessee in 1845 where, as an old man, he had just heard the news that Texas was finally a part of our United States.

Andrew Jackson started life fighting, and he seemed to be fighting someone or something all through his eventful life. A much larger boy than Andrew said of the youth who was to become the hero of the frontier, "I could always throw him, but he'd never stay throwed." Jackson never stayed "throwed" by anyone during his seventy-eight years. As a youth of thirteen "Andy" saw the Carolinas overrun by the British leader Tarleton. This officer was the most brutal of the English soldiers of the Revolutionary War, and the homes and people of the South were given little mercy. Finally, the boy Andrew, with a hatred in his soul for the British that was never to leave him, joined in the fighting. At one time he was captured and was given a saber cut on his head and hand for refusing to polish an officer's boots. Thirty-five years later the British army was to pay dearly for these outrages when English troops faced Jackson's men at New Orleans.

### **Jackson Becomes a Frontier Hero.**

At the age of twenty-three, Andrew Jackson went out to the far west frontier village of Nashville, Tennessee, to be a district attorney. Now here was a job that demanded courage. The frontier had few people such as police to enforce the law. There were always many people, however, on the edges of the wilderness who were ready to break and to defy the law. Jackson, young as he was, soon made a reputation of being absolutely without fear of anyone or anything. He was, thereupon, elected to the House of Representatives from Tennessee. He entered the capital, which was then at Philadelphia, riding a horse and presenting, no doubt, a striking figure. By this time his features were set. He had a thin face, bushy gray eyebrows, and a high furrowed forehead. His frame, features, and tall military bearing gave the appearance of great energy. He was not at all backward about his appearance or his lack of education in the midst of educated statesmen. Our backwoods hero promptly started to oppose anyone with whom he didn't agree. And that even included George Washington.

The next quarter century of Jackson's life was filled with action, and a good deal of that action was real fighting. He increased his



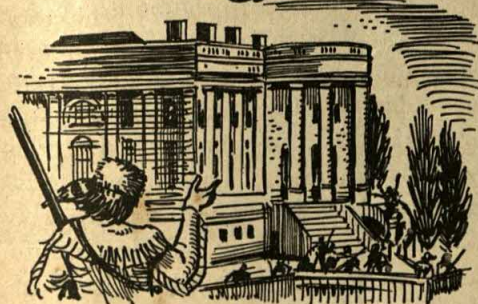


## ANDREW JACKSON— FIGHTING FRONTIER PRESIDENT

"Andy" Jackson was born in a frontier log cabin of Carolina. At the age of thirteen he was helping the men of the neighborhood fight the British.



Jackson spent a large part of his life fighting someone—Indians, British, or Spanish. At New Orleans his frontiersmen defeated the best of the British troops.



Andrew Jackson was the first frontiersman to be elected President. The common people of the backwoods swarmed to Washington to cheer "Old Hickory."

influence with the people of the frontier by successfully waging a frontier war with the Creek Indians. The frontiersmen were by this time devoted to this tough, rough, and ready leader whom they were calling affectionately "Old Hickory." You recall that Jackson was sent against the British at New Orleans in our second war with England. "Old Hickory," without doubt, was thinking back to his boyhood days in Carolina

when an angry British soldier slashed him with a sword. Jackson drove his frontier fighters to victory with the fury of hatred for the British. The battle was fought after the peace treaty had been signed that ended the war, but the news had not yet reached New Orleans. Nevertheless, the frontier people considered that "Old Hickory" had saved the backwoods country from the control of foreign people.



Andrew Jackson was idolized by the frontier people and in turn he was devoted to them. However, he didn't have much use for other people, and that dislike included practically all people who were not American pioneers, whether they were Indians or British. After the War of 1812, Jackson went into Florida to subdue Indians who were raiding southern plantations. Florida still belonged to Spain although that country was making no effort to develop the land or to establish law and order. As a result of this neglect the Everglades and bays of the Florida coast became a refuge for pirates, runaway slaves, and Indian marauders. Jackson liked the job of punishing the Indians.

Then, without orders, Jackson went on in a headstrong fashion and attacked the Spanish forts of Florida. His future enemy, John Quincy Adams, got Andy out of this scrape. The trouble caused Spain and our country to bring up the question of Florida for final settlement. As a result, the land was sold to the United States in 1819 and formally annexed in 1821. The frontier people didn't care whether or not Jackson had orders to attack the Spanish. Anything Jackson did was right according to most pioneers. In 1828 these same common people of the frontier helped elect "Old Hickory"

to be the seventh President of the United States. Truly the frontier was becoming a powerful factor in American life.

**Jackson Fights for the Frontier People.** Andrew Jackson followed six presidents who had been reared and educated in Virginia and Massachusetts. These men had all the advantages of superior homes and college training. When Jackson was inaugurated in Washington, D. C., the rough dress and crude manners of his friends shocked the society people of Washington who had been used to the polished conduct of such educated leaders as James Monroe and John Quincy Adams. However, Jackson cared not a bit who was shocked or who was offended. The common people of the farms and frontier were his people. They had elected him. Jackson was not ashamed of his humble boyhood. This loyalty and lack of false pride were other frontier qualities.

Jackson didn't stop fighting just because he had left the frontier and lived in the White House. One example of his fighting career as President is illustrated by what is called Jackson's war on the Bank of the United States. This institution was owned by wealthy men of the East. Now the bank had government money which it used to make profits for the owners.





**Places and Events of Early Texas.** Notice the settlement of Stephen Austin and the battles for independence. The cattle industry later became important in Texas.

Jackson was just as suspicious of eastern bankers as most frontier people had been since the days of Daniel Boone. It didn't make much difference to Jackson that this central bank was strong and had brought financial security to the country.

Jackson couldn't tolerate the idea of wealthy bankers making profits from government money.

It probably didn't help the situation when the president of the bank said that Jackson might be able to scalp Indians but he couldn't run the bank. Jackson did run the bank, and finally managed to take all the government money away. Jackson's handling of the financial situation, however, was more courageous than it was wise. Soon the country was again



dependent on small, weak, state banks. As a result, before many years had passed, the country went into a terrible financial panic.

Andrew Jackson's presidency was not all fighting, however. You will read in a later chapter that many good things were accomplished and that his administration has been called the "period of reform." Jackson didn't care much for education, but, nevertheless, public education made great advances in those days. Libraries multiplied and newspapers grew in numbers and importance. Care was given to unfortunate people such as the deaf and the blind who before had received little attention. Insane asylums had been in a deplorable condition, but now people began to consider ways to improve those institutions. Attention was given to the problem of slavery as you will read also in later chapters.

Many of these reforms were not started by Andrew Jackson. However, the reforms were part of the general idea of that period to give more consideration to the problems of the common people. And any problem of the common people was near to the heart of our frontier President.

When we today think back to frontier days we would do well to carry in mind our picture of "Old Hickory" of frontier Tennessee.

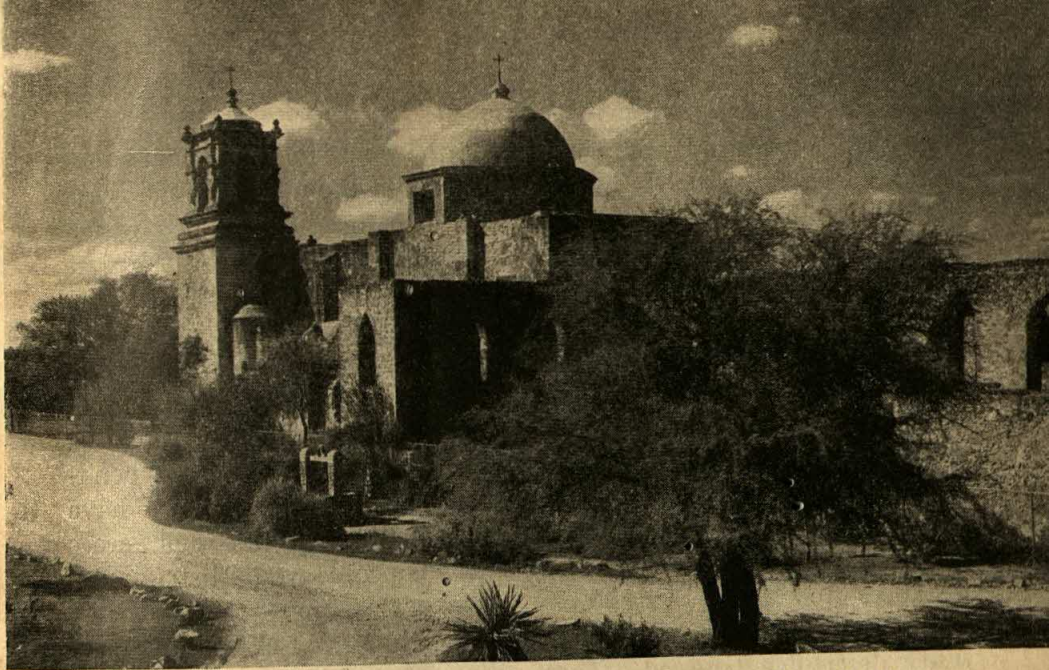
He seemed to have all the strong virtues combined with the weak points of frontier people. He had so much faith in the rugged strength of his fellow frontiersmen that he thought his countrymen greatly superior to all other people: Indians, Spaniards, Mexicans, or British. That is the way most frontier people thought. Many of the ideas of isolation in modern times can be traced back to frontier intolerance of any and all other people.

Like many frontier people, Jackson was suspicious of cultured people. He and his people were often headstrong rather than wise. Their disdain of good manners would no doubt shock all of us today. But these people were strong in the qualities that were needed to build a nation out of a rough wilderness. They had endurance and strength that were necessary for the hard life of the times. They were sincere and straightforward. Our great frontier land might never have been settled had not pioneers like Andrew Jackson been ready and willing to fight anybody, any place, at any time.

### *THE STORY OF TEXAS*

**Our Story Turns to the Vast Lands of Texas.** In the year 1821, when Congress admitted Florida to the United States, another important event occurred. Mexico gained her





Mission San Jose at San Antonio. The Franciscan priests built missions in Texas many years before American settlers arrived.  
(Photo by Harvey Patteson)

independence from Spain. Latin-American patriots had been working and fighting for independence for many years. San Martín and Simón Bolívar in South America and Miguel Hidalgo in Mexico had been working for freedom from Spain, just as Washington and Adams had worked for independence for our own country. The country across our southwest border was Mexico and not Spain. Another very important event was about to take place. A young man, Stephen Austin by name, was planning to cross the Mexican border and to colonize American ranchers in the fertile lands of the Brazos River Valley in a Mexican province called Texas.

For many years the great stretch of territory between the Spanish colony of Mexico and the western settlements of America along the Mississippi River was uninhabited. Far away to the south, the Spanish people were extending ranches and missions north from Mexico City. Some of these outposts reached as far as the present cities of Santa Fe, New Mexico, and San Antonio, Texas. Between these points and the first American towns and ranches along the Mississippi River was a vast territory inhabited chiefly by fierce Comanches and Apaches. We suggest that you look again at the map on page 357. Fix in mind the location of the Rio Grande and the Sabine River.



Notice the Brazos River where many pioneers settled. It was on the broad plains and valleys of this territory that much of the early history of this Spanish state of Texas was enacted.

For years, yes, for more than two centuries, little happened on these sleepy plains that had once been crossed by the explorers Coronado and La Salle. The Spanish started a few mission pueblos, as their little towns were called. But the distances to Mexico City were great, and long stretches of hot, dusty desert lay between. Then suddenly conditions changed. Far east on the Atlantic seaboard, our own country was having a bad case of "hard times." Businesses failed; homes and farms were lost. A wave of people went out to the frontier where a new beginning could be made by anyone who would settle on the land and farm it. People now began to look for farming land beyond the Mississippi River. One American, Moses Austin, looked at the rich lands of the Spanish state of Texas. Austin actually received a permit from Spain to bring American settlers to these lands.

**American Farms in Texas.** In the year when these arrangements were made, however, Moses Austin died, and Spain withdrew from the New World. It was Stephen Aus-

tin, the son, who finally made the plans with the new country, Mexico. A better leader than Stephen Austin for the American colonists in Texas could not have been found. He was industrious and promoted his plans with power and yet with justice. Conditions were in a turmoil in Mexico City as a result of the newly won independence. Young Austin didn't have an easy time getting guarantees that his people would have undisputed ownership of the land they were to improve. When he did get that assurance, he went back to the prosperous farms that were being started north of the Rio Grande.

The farms were indeed prosperous. A family was able to get as much as five thousand acres of the rich, valley land. Soon the banks of the Brazos River were dotted with fields of cotton and herds of cattle. In ten years the energetic pioneers who came with Austin did more to improve this land than the Spanish had done in more than two hundred years. In these ten years over twenty thousand settlers arrived from Tennessee and other Southern states back across the Mississippi River.

The extensive development had the approval of the Mexican government. However, with such men as Stephen Austin in the group, you may well guess that the important and influential people of



the communities were Americans and not Mexicans. Mexico and Spain had never had much interest in this land, and consequently few Mexican families of importance came north to settle there. However, Mexico finally became alarmed as more and more Americans came to start farms. This American colonization was ordered stopped, but the Americans kept coming on in spite of orders.

**Trouble between Texas and Santa Anna.** Probably Austin and his followers went into Texas with the idea of being loyal Mexican subjects. Soon many weaknesses in the new Mexican government began to worry the American settlers north of the Rio Grande. The government of Mexico City promised Texas that this territory would be made a separate state of Mexico and would be separated from the state of Coahuila to which it was joined. This was not done, and the Texans were critical of a government that did not make good its promise. There was also some fear on the part of the American settlers that the title to their lands would not be secure under the weak Mexican government that seemed always on the verge of revolution.

Then to complicate the whole situation, a group of settlers along the Sabine River declared them-

selves independent from Mexico and organized a separate state of Fredonia. The Mexican army soon put down this ill-advised revolt. However, the Mexican leader, Santa Anna, was suspicious of the American settlers. In 1830 he sent a ragged, poorly equipped Mexican army to occupy the forts and towns of Texas. Without question the Mexicans had a right to police their own land, but the Texans resented having an army quartered among their settlements. Many men, such as Stephen Austin, now began to work for the independence of Texas.

One of the chief reasons that the Texans decided to become independent from Mexico was because of the Mexican leader, Santa Anna. Antonio Lopez de Santa Anna was a man whom even the Mexicans should have mistrusted. Before he finished his political career, he had betrayed the Spanish for whom he originally worked, and he had betrayed two Mexican presidents. The Texans probably didn't care how much Santa Anna betrayed his own people, but Austin and his followers were alarmed at the fact that the Mexican leader went back on his word to Texas. When this general seized control of the Mexican government, he promised the Texans that he would give Texas rights as a separate Mexican state. Santa Anna not



only did not do this, but he actually began to abolish the rights of all of the regular Mexican states. In short, Santa Anna was a dictator who immediately started to abolish all rights and powers except his own. Here, finally, was something that seemed a real threat to the Texans. As soon as Santa Anna's plan was known, the Texans called a general meeting. This was in 1835. Their convention declared against Santa Anna and organized to protect the Texan rights against the Mexican dictator. Santa Anna promptly marched against the Texans to punish them. The war for the independence of Texas was under way.

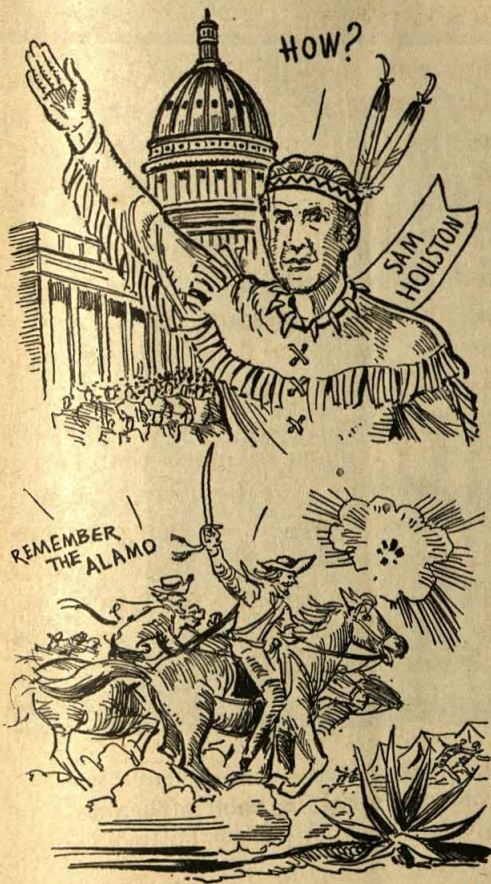
**Six Feet Six of Frontiersman Enters the Story.** The story of Sam Houston reminds us that much credit should be given to pioneer women for their part in building the frontier. Elizabeth Houston, the mother of Sam, was the widow of a Virginia soldier. She moved her large family from Virginia out to a frontier farm in Tennessee, which certainly must have taken much courage. Once settled in Tennessee, the mother's worries were not over. Although most of the sons were industrious workers on the frontier farm, the son Sam was anything but a consolation to his widowed mother. However, Elizabeth Houston loved her hand-

some son with his lanky body that was to grow to six feet six, his blue eyes, and chestnut hair. Sam loved his mother, too, but he decidedly didn't like farm work.

Sam did find something in Tennessee that he liked. That was the Cherokee Indians, the tribe that for years had kept the American colonizers from using the southern gateway to the frontier. Sam liked the Indians so much that he decided life with them would be more satisfactory than being scolded and bossed by his older brothers. Thereupon, this youngster, who later became the hero of Texas history, left his home and joined the Cherokees. This was no week-end visit by young Houston. He stayed with the Indians for three years.

Sam Houston's path was soon to lead him to our nation's capital, and Sam Houston, always with the ability to do something dramatic, was attracting the attention of everyone in Washington. For the young Tennessean was stalking around the capital dressed in the costume of the Cherokees. Sam had gone to Washington to get justice for the Cherokees. These people were being moved out of their old homes and packed off to new lands across the Mississippi River. They were also being cheated by some of the government agents who were arranging for the removal of the tribe. So





## SAM HOUSTON OF TEXAS

What Sam Houston meant when he addressed the people in Washington was, "How about the way you have treated my Cherokee friends?"

Sam Houston became an important figure in Texas. He defeated Santa Anna and later became President of the new country of Texas.

Sam Houston walked the streets and halls of the capital with feathers on his head, beads around his neck, and colored blankets over his shoulders. Thus he continued to stalk until he got attention for himself and justice for his Cherokee friends.

Houston later became congressman from Tennessee, and at a very youthful age, he became governor of that state. Later the President of our country, who was then Andrew Jackson, asked Houston to go to the far Southwest. With

Houston's knowledge of Indians, President Jackson knew that the Tennessean would straighten out difficulties with Indians along the border of the United States and Mexico. Sam Houston left for the Southwest. There he found a land that he thought even fairer than the lands back home across the Mississippi. "It is the finest country on the globe," said the new-comer. From that time on Sam Houston became part, a big part, of the story of Texas. He became its leader in war and in peace.





**The Alamo, San Antonio, Texas.** This historic mission church is called the "Shrine of Texas Liberty." Here a band of heroic Texans fell fighting for independence. (Photo by Harvey Patteson)

**Houston Leads the Texans to Independence.** Sam Houston settled in Texas about the time that Austin and other leaders had decided that Santa Anna was planning to take all rights and powers from the state. When the Texas leaders met the second time and decided to fight for independence, they turned to the one man in the colony with experience enough to be commander in chief of their forces. That man was Sam Houston.

A bloody war was fought between the Texans and the soldiers

of Santa Anna. One detachment of Texans under Colonel Barret Travis was surrounded by a large force of Mexicans in the mission building and fort of the Alamo at San Antonio. There were many brave frontier fighters in the small band of Texans including James Bowie and the scout, Davy Crockett. But stout hearts and the clear shooting eyes of the frontiersmen were not enough against the overwhelming odds. Not one of Travis' men escaped, although Santa Anna paid heavily for the victory.



The Alamo was a discouraging beginning for the Texans, but they rallied under their newly designed flag of three bars and a single star. The "Lone Star State" the land is still called. Sam Houston did not have an easy time organizing and drilling the Texans. They were an independent lot, and each man was accustomed to being his own boss, but by sheer force of character, Houston managed to get a small well-organized army. •

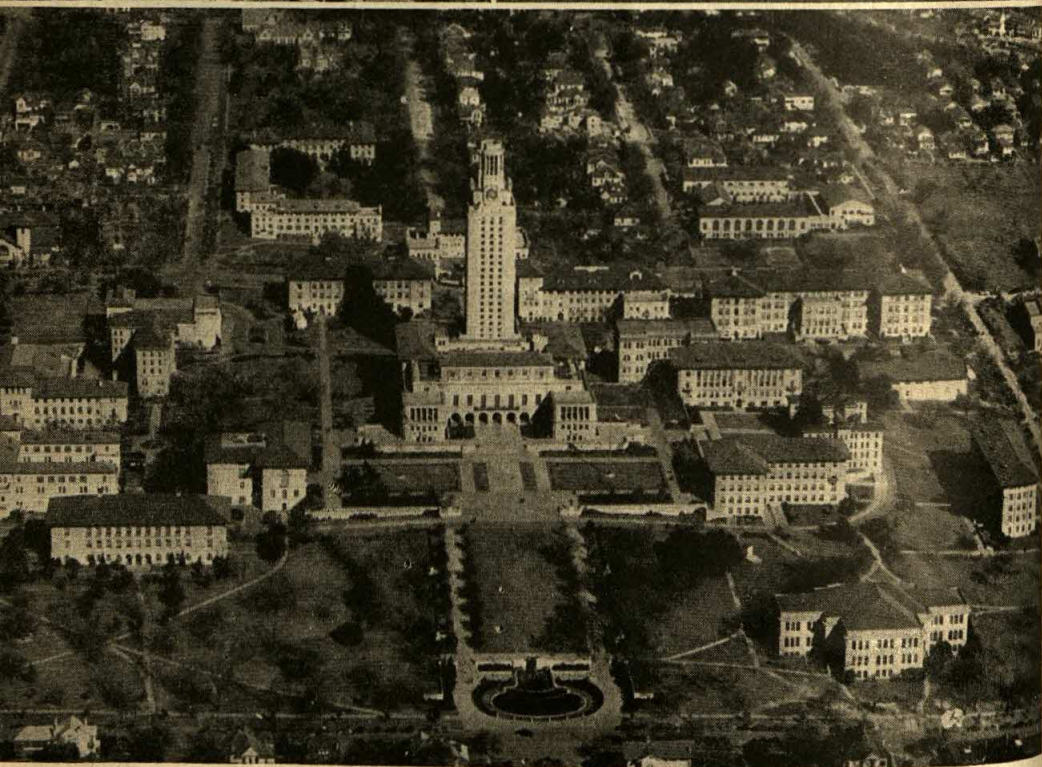
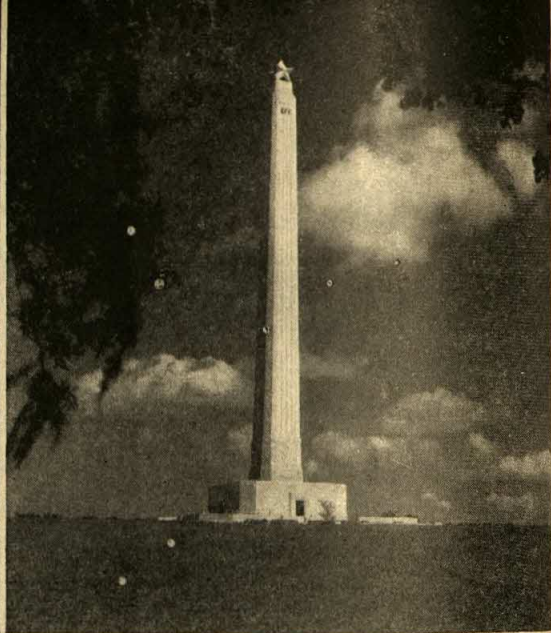
Houston directed his Texans to retreat before the superior numbers of Santa Anna. Then, when Houston had convinced the Mexicans that he was afraid to fight, he turned one night near the banks of the San Jacinto River. Shouting their battle cry, "Remember the Alamo!" the Texans charged fiercely into the large camp of the sleeping soldiers of Santa Anna. • The victory was complete for Texas. Sam Houston had proved himself an able general. One of the few who managed to escape was later brought back to Sam Houston. The ragged little figure who had attempted to hide his identity by poor clothes was Antonio Lopez de Santa Anna. There on the battleground of San Jacinto he signed papers giving Texas her freedom. The Lone Star State was now a Republic separate from both Mexico and the United States of America.

### *THE UNITED STATES AC- QUIRES VAST TERRITORIES*

**The Twenty-eighth State Joins the Union.** As soon as Texas gained her independence, Sam Houston was elected President of the new Republic. This little country was now recognized by such world powers as England and France. But Texas soon began to have difficulties. The chief trouble was the lack of money with which to finance a separate government. Of course, it was easy to print paper money, and the new country did print some. However, a government that uses paper money should have some metal, such as gold or silver, in its banks for which owners could exchange the paper money if they desired. At least the country should have had foreign trade to obtain credit for the produce they shipped. Texas had neither gold nor silver, and had little means of trading its produce in order to establish credit. In short, the new Republic of Texas was in a very difficult position.

The new President, Sam Houston, and other prominent Texans saw trouble ahead. They realized that the new country was too small to stand alone, and forthwith they applied to the United States of America for permission to join the Union. This request placed President Andrew Jackson in an embar-





**Historic Names in Modern Texas.** Houston: The Gulf Building, tallest in the Southwest (top left). San Jacinto: The Battlefield Memorial of Texas Independence (top right). Austin: The University of Texas (bottom). (Courtesy Houston Chamber of Commerce and Paul's Photos)



rassing position. He liked Sam Houston immensely. President Andrew Jackson, moreover, wanted the state of Texas, for he had tried to buy this land from Mexico. Jackson was afraid, however, that if our country now took over Texas, we would be accused of stirring up the war with Texas as an easy and cheap means of gaining control of this territory.

There was another reason why Jackson, and President Van Buren after him, hesitated to annex Texas. The question of slavery was getting to be a serious problem in the United States, and the men of the Northern states did not want to add another state which permitted slavery.

Texas remained independent for nine years and struggled alone while Houston worked for annexation to the United States. Action was not taken until the year 1845. James Polk had been elected President. He had not avoided the question of annexing Texas. Indeed this man stood for taking Texas and as much more of the Mexican West as he could get. He also stood for settling the disputed question with England over the territory of Oregon. Before he left office, Polk had directly or indirectly been responsible for the addition of more land to our country than any other president with the possible exception of Jefferson.

**We Go to War with Mexico.** Before James Polk could take office, his predecessor, President Tyler, approved the annexation of Texas. Polk, on taking office, sent an envoy to Mexico City to try to adjust our relations with Mexico and to attempt to buy the western lands of California and New Mexico. The envoy was never received by the Mexicans. Mexico claimed that they had never approved the act of Santa Anna when that captured general gave independence to Texas. Therefore, Mexico maintained that the United States had no right to the land. The American General, Zachary Taylor, who was later elected President, was sent with an army to police the border north of the Rio Grande. It was claimed that this army was fired upon by Mexicans who crossed that boundary. President Polk asked Congress to declare war. In 1846 the Mexican War was started.

The issues of the war with Mexico are confused. Even American historians do not agree whether or not we were in the right. Many of our statesmen of the time, and even Abraham Lincoln, claimed there was no justice in the war. Our country was divided in opinion. On one side many claimed that Texas had as much right to get her independence from Mexico and such leaders as Santa Anna,





**Training Ground of Frontier Heroes.** It is surprising to see that within a very small area most of our famous frontiersmen received their youthful training in hunting and fighting. Notice on the map above how close together were the early homes of Houston, Crockett, and Bowie, heroes of Texas. You can see, too, by the printed arrows how many of these pioneers were born in or near Virginia and then moved later to Carolina, Tennessee, and Kentucky. Smith, Carson, Pike, and others moved west beyond the fur-trading post of St. Louis. Notice that William Clark and George Rogers Clark explored or fought in many of these states.



as Mexico had in revolting from Spain just a few years before. These men pointed to the fact that Mexico was doing nothing with her northern lands, and that she wasn't even seriously trying to occupy these places with her own people. Others said that President Polk was determined to get all the Southwest, and therefore started a war that could easily have been avoided.

Unfortunately, the Mexican army wanted the war as much as we did. Hostilities soon started. General Taylor marched into northern Mexico and finally gained a considerable victory at Buena Vista. General Winfield Scott landed at Veracruz and proceeded against Mexico City. This capital was conquered, and its fall ended the war.

Meanwhile, another American officer, Stephen Kearny, had marched a force over the Santa Fe Trail and had taken New Mexico. A small detachment of this army went on to California. Here they found that important events were occurring in what had been for years the quiet land of the missions. The explorer Frémont had helped some Californians declare independence. For a short time California, like Texas, flew a separate flag. Commodore Stockton of the United States, however, was attempting to take over Califor-

nia. When Kearny arrived, this conquest was completed with very little loss of life. Some of the events of this war are shown on the map on page 357.

In 1848 a treaty of peace was signed at Guadalupe Hidalgo. We gave Mexico \$15,000,000 and agreed that we would pay all of the claims of settlers against the Mexican government. In exchange we received the lands of the Southwest. This is known in history as the Mexican Cession. A small addition of land a few years later known as the Gadsden Purchase completed the land expansion of the frontier. This territory already had a long history. Father Kino started San Xavier Mission in 1700, long before Father Serra began the California missions. Near this beautiful church, in 1776, the year of our independence, the Spanish founded the present city of Tucson, Arizona.

**The Frontier Moves On, Leaving the State of Texas Behind.** Thus the frontier moved westward over the Rocky Mountains leaving the plains and valleys of Texas as a regular part of our United States. There may always be different ideas about the justice of the Mexican War, for the main cause was our annexation of Texas. However, there can be no difference of opinion over the value to our coun-





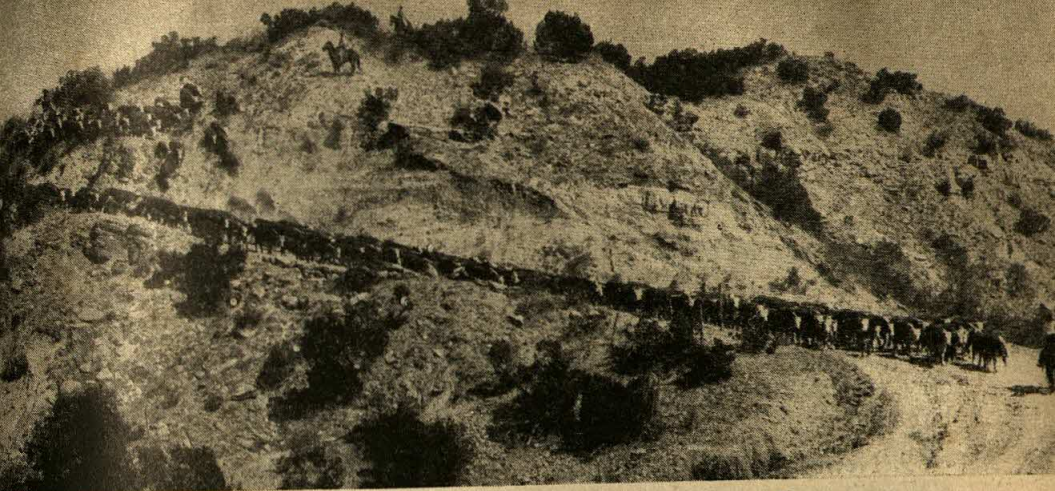
Early Days in Texas. A frontier stagecoach stops before the town's leading hotel—rooms two dollars a day. (From "San Antonio." Courtesy Warner Bros.)

try of the broad lands of Stephen Austin and Sam Houston. Even after some portion of the original area was given to make other states, Texas still remains one of the largest governmental units in the entire world. It is larger than the combined lands of France, Belgium, Holland, and Denmark. For many years it has been richer in farm produce than any other state in our Union.

More settlers poured into the southwest state after that land became part of our country. Soon the vast plains were raising so many cattle that cowboys drove great herds north to railroads to be shipped to eastern markets.

Lawlessness prevailed in many remote sections, until the formation of the noted Texas Rangers. It has been said, "A Ranger rides like a Mexican, trails like an Indian, shoots like a Tennessean, and fights like a very devil." But that is all history. Today you may drive over a state rich with farms and wealthy with extensive oil fields. As you visit the state or talk about it in your daily conversations, do not forget the story of the early days. Remember, too, Stephen Austin, who started a colony of prosperous settlers along the Brazos River, and that tall, colorful figure of Sam Houston, who played an important part in Texas history.





**Home on the Range.** Texas soon became famous for great herds of cattle and stories of cowboys. Cattle raising is still a great industry in Texas. (Ewing Galloway)

## WORKING WITH HISTORY AND GEOGRAPHY

**1. Oral Time Line.** A committee of three might present to the class a time line of the life of Andrew Jackson. The first pupil could tell about his boyhood and early life on the frontier; the second might report on his exploits during the War of 1812; the third could relate his experiences and accomplishments as President.

**2. Illustrated Minute Biography.** Prepare an illustrated page biography of Andrew Jackson similar to the one of Washington (see page 238).

**3. Report on Florida.** There was not much in your text about the history of Florida. Find out more about the history of that interesting state and report your findings in either a floor talk or an article.

**4. Floor Talk.** Some important southern territories were being added as regular states during this period. Choose one of the following and prepare a floor talk about early history and present-day industries: Louisiana (1812), Mississippi (1817), Alabama (1819).

**5. Classbook of Biographies.** Your book tells you that many reforms which helped the common man began during the period when Andrew Jackson was President. Find out more about these reforms and the names of the people who worked to bring them about. You might organize a committee to prepare a group of minute biographies of these people explaining the importance of the work of each. If you have a class artist, perhaps he might make a sketch to accompany each biography. Clever cartoons on some of the reforms might be included in the classbook.



**6. Letter.** Imagine that you are a young person living in Texas during the frontier period. Write a letter to a friend in the East in which you try to interest him in coming to Texas to take up land.

**7. Booklet on Texas.** Prepare an illustrated booklet on Texas. Give a brief summary of its history and geography explaining where the historical spots are located.

**8. Tribute to a Pioneer Woman.** Write a tribute, either prose or poetry, to Elizabeth Houston, a brave pioneer woman who, alone, reared a large family.

**9. Newspaper Article.** Write an article that might have appeared in a Washington paper about Houston when he visited the capital dressed as an Indian attempting to get justice for the Cherokees.

**10. Cartoon.** Draw a cartoon of Houston in Indian costume that might have appeared in a Washington newspaper.

**11. Illustrated Product Map.** Draw a modern product map of Texas. If you cannot draw, pictures of products may be cut from magazine illustrations and pasted on your map.

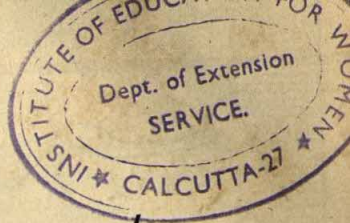
**12. Story of Texas Rangers.** Find out more about the Texas Rangers that were mentioned in your text. Tell their story to the class. Perhaps you might wish to compare them to the Canadian "Mounties."

**13. Indian Story.** Find out more about the story of the Cherokees that was mentioned in your text. Write the story as if it had been told to you by an Indian who heard it from his grandfather.

#### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Andrew Jackson (Old Hickory)	Colonel Barret Travis	Commodore Stockton
San Martín	James Bowie	cultured
Simón Bolívar	James Polk	crude
Miguel Hidalgo	John Tyler	pueblos
Stephen Austin	Zachary Taylor	Lone Star State
Moses Austin	Davy Crockett	Treaty of Guadalupe
Santa Anna	Winfield Scott	Hidalgo
Sam Houston	Stephen Kearny	Mexican Cession
Elizabeth Houston		Gadsden Purchase
		Alamo





## *Covered Wagons Roll Westward*

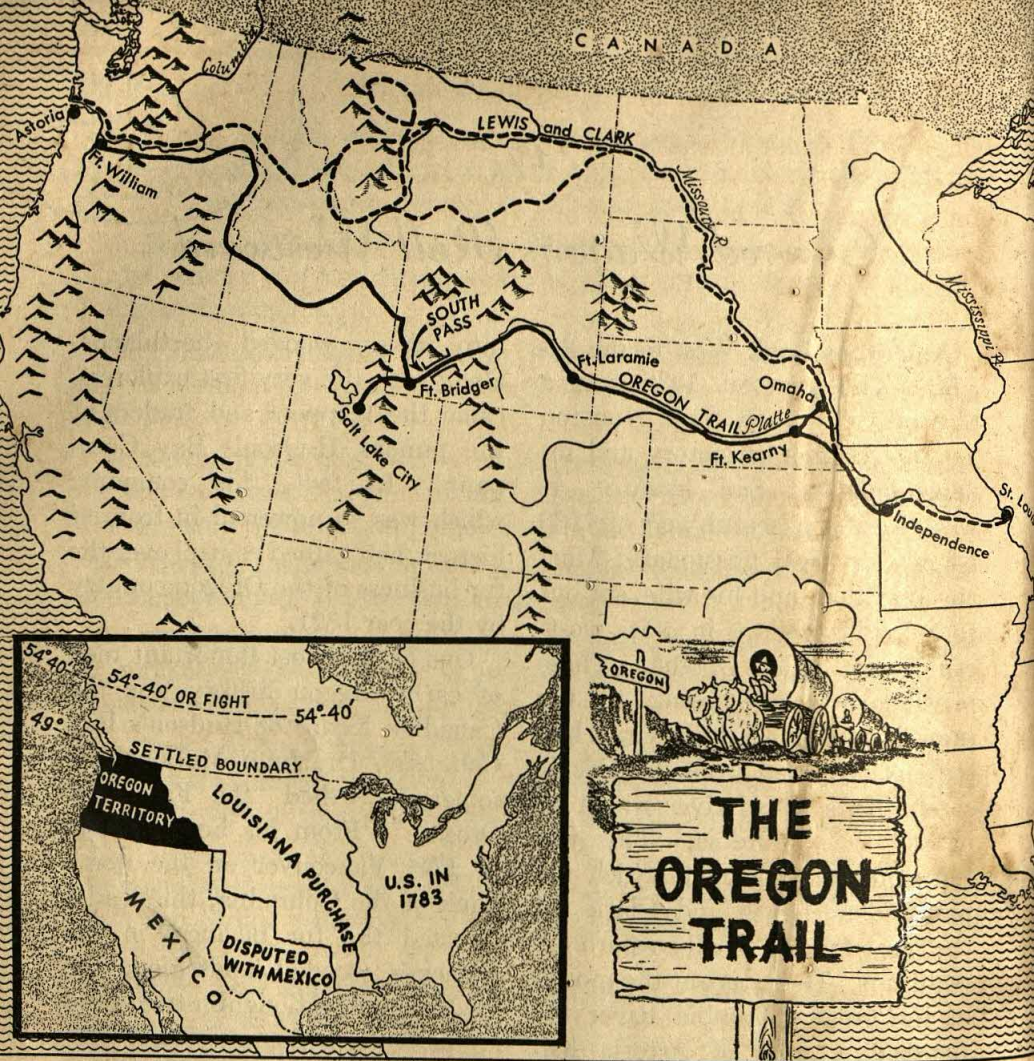
**Americans Look West to the Pacific.** The year of 1836 was a bloody year when Sam Houston led the Texans to victory and independence at San Jacinto. It was also the peaceful year of 1836 when a medical missionary, Marcus Whitman and his wife, set out to help the Indians in a far western region called Oregon. These missionaries were going to the same land that Captain Gray had seen as he sailed from the Pacific coast into a broad river which he named the Columbia. This was the same land through which the pathfinders Lewis and Clark led the most famous of all western expeditions. Here, too, at the mouth of the great Columbia River the fur-trading post of Astoria had been started at an early date.

The explorations of Captain Gray, Lewis and Clark, and even the settlement of Astoria, were not enough to insure that this rich land would be a part of the United States. The Spanish explorers had sailed this coast long before and claimed it all for Spain. After Spain gave up her rights, the Northwest was claimed by Great Britain. You may well guess that

into these wooded northlands, along with the very first explorers, came the trappers and traders of the famous Hudson's Bay Company. In fact, this company, which was so powerful in frontier history, had gained control over the fur business of the Oregon country by the year 1821.

One of the most important men of early Oregon history was the Canadian leader of Hudson's Bay Company, Dr. John McLoughlin, sometimes called "the Father of Oregon." From his headquarters at Fort Vancouver on the north bank of the Columbia, this leader directed the fur business in the immense, wooded lands along the river. John McLoughlin tried hard to take complete possession of Oregon by means of the Hudson's Bay fur business. The British should have known, however, from experience, that they could not depend on fur trappers alone to hold a country. That was not possible even when the trappers worked for a company as powerful as Hudson's Bay. The British should have remembered that the French fur posts of the Ohio Valley had given way before the English because the





**The Oregon Trail.** By 1845 many wagon trains had gone over the old Oregon Trail. Dotted lines indicate states that were formed later from western territory.

French roamed the forests, whereas the English established permanent homes. When the first American settlers appeared in the Oregon country to build homes and start farms, wise people could have predicted that the United States would eventually control Oregon.

The first important American people to appear in the Oregon country were missionaries. Although many of the first French explorers and settlers were missionaries, this is the first time that churchmen had helped to extend the American frontier. It is satis-



fying to think that at least some of our people went west on missions of mercy and helpfulness. Some of these early missionaries settled in the river valley of the Willamette where today we have one of our richest farming areas. These American settlers were near the Hudson's Bay post of the English. There was no difficulty, however, between the settlers of the two countries. John McLoughlin always gave friendly aid to the American settlers. In fact, Great Britain and the United States had decided that the two countries would occupy Oregon together without definitely deciding ownership for at least ten years.

**The Oregon Trail.** One of the first things that the missionaries did for this Pacific country was to help establish the most famous trail in all of our history. It was a pathway even more important than the Old Warrior's Trail that led the first settlers through Cumberland Gap in Kentucky. This western route was called the Oregon Trail. This historic road led thousands of settlers westward to the Pacific before the days of the covered-wagon caravans were over. It was indeed the main highway in the thoroughfare for freedom which the pioneers beat across the western wilderness of river bottoms, plains, and mountains.

It is difficult to give credit to any one person for the development of the Oregon Trail. Ashley's mountain men had carried back the story that much easier routes to the West were to be found than that followed by Lewis and Clark. Particularly interesting was the report that the ridge of the Rockies could be crossed by wagon through South Pass. This pass was destined to become famous in frontier history. It was an opening in the Rocky Mountains of Wyoming north of the Utah-Colorado line. It was not long after this discovery that Captain Bonneville took twenty wagons through South Pass. From that time the Oregon Trail was a defined route to the West.

Large groups of settlers started moving westward over the Oregon Trail. Soon the line of the famous trail was almost as clear cut as though the covered wagons were following permanent rail tracks. Independence, Missouri, was the starting point. You can see by the map on page 374 that the gateway to the West was really St. Louis, just as in the case of the Santa Fe Trail. We suggest that you follow the Oregon Trail on the map and keep this historic route in mind as you read the story of the West. Many wagon trains assembled at Independence. Then the trail led out northwest to Fort Kearny on the Platte River.





**End of the Old Oregon Trail.** Down this same Columbia River valley went the explorers, Lewis and Clark. Here at the end of the Oregon Trail pioneers started farms, orchards, and missions.  
(Courtesy United Air Lines)

On up the Platte went the covered wagons, finally to strike west across the present state of Wyoming to Fort Laramie. Still west, the trail ran through the South Pass of the Rockies. There the trail went southward to the fort that bore Bridger's name. Then northwest the historic route continued past Fort Hall and Fort Boise, and on through the Oregon country to the Columbia. Today if you travel United States Highway 30 you will follow much of the old historic trail.

One of the first men to follow the Oregon Trail was a young doctor, Marcus Whitman. He had made one journey west through South Pass, and had stopped long enough at the outpost of Jim Bridger to enable the doctor to cut an arrow out of the back of that famous Indian fighter. Jim Bridger had been carrying this souvenir from one of the Blackfeet Indians for three years. Whitman soon returned to the East. Presently he was on his way again, back over the Oregon Trail to the beautiful



rich lands of Oregon to help the Indians who were as poor and miserable as the country was rich and beautiful. With Whitman went a party of four other missionaries and teachers. One of them was Narcissa Whitman, the doctor's wife.

**Two Women Travel the Oregon Trail.** When Marcus Whitman returned East from his first trip over South Pass, one of the first things he did was to marry an attractive young lady by the name of Narcissa Prentiss. The young Doctor Whitman showed good judgment. His bride had an unselfish interest in the welfare of other people. She had great courage and physical endurance as later events were to prove. It is worth while to know her story as an example of the life of a pioneer woman. Many other missionaries, such as Jason Lee, Daniel Lee, and Father De Smet did much for early Oregon, but it is the story of the pioneer woman, Narcissa Whitman, that we shall read.

There was never a question about what the lifework of Doctor and Mrs. Whitman was to be. They made up their minds to go into the Oregon country far away from homes and relatives, and there teach and heal the Indians. Such people are called medical missionaries. When the party was

complete, it included another woman, Eliza Spalding. These two women set their faces bravely toward a distant wilderness.

The journey took the missionaries down the Ohio River to St. Louis, and thence across the plains toward the distant mountains. At each fort and trading outpost the two women were beheld with wonderment by the prairie scouts and trappers. For the first time here were two women who dared to cross the great continent. Perhaps we should say they were the first two white women. For you remember, the guide of Lewis and Clark, Sacagawea, the bird woman, had also made the western journey.

There was a day when the party had struggled up through South Pass on the Oregon Trail, and reached the divide beyond which the land sloped away to the west. Shortly after that Narcissa Whitman and the other missionaries witnessed a scene that was very important in early frontier history. This was the rendezvous, or yearly meeting, of the mountain trappers, Indians, and fur traders. Here the mountain men exchanged furs (of beaver and bear) for powder, shot, and other supplies. It was a scene of rough, wild life, but young Narcissa Whitman knew that the rest of her life would be lived in scenes of frontier roughness and crudeness.





**Pioneer Woman.** This statue at Ponca City, Oklahoma, honors the pioneer women who did so much to establish *Freedom's Frontier*.  
(Handy Studios)



Now the party proceeded on across the land which later would be the state of Idaho. An Indian guided them along the Snake River. At one point he placed Narcissa Whitman and Eliza Spalding on a crude little raft and pulled it across the swift Snake River by a rope attached to his own horse. Perhaps the Indian was trying to be polite to make up for his very impolite name, Chief Rotten Belly. At last they reached Fort Vancouver, the headquarters of the Hudson's Bay Company. Dr. John McLoughlin greeted them and expressed his admiration for the bravery and courage of the women who had led the way for other women across the continent.

#### **Women Help Win the Wilderness.**

Tragedy was soon to come to the friendly mission that the Whitmans established for the Indians. Wagon trains constantly brought more settlers, and as the white people arrived, the Indians became more and more unfriendly. Measles broke out in one of the settlements in Oregon, and soon spread up and down the Columbia River. This disease was severe among the whites, but the effect on the Indians was terrible. The red men seemed to have no resistance, and died in great numbers.

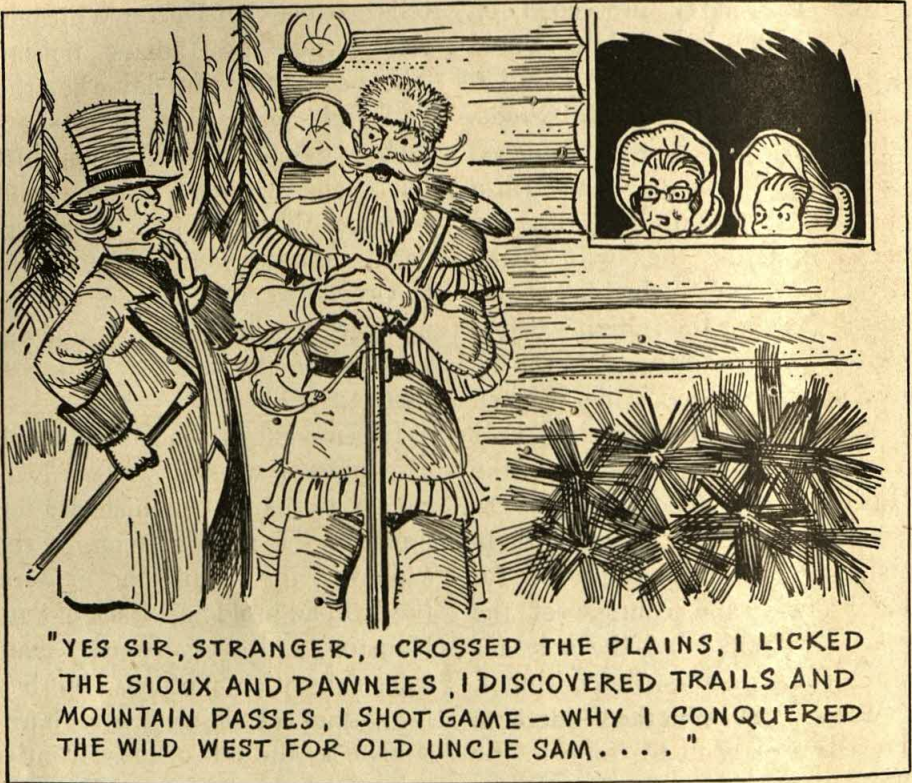
The hatred of the Cayuse Indians for all whites now flared up. In their ignorance they began to

tell the story that Doctor Whitman was giving the Indians poison. There came an awful day when the little mission settlement was attacked. Before the Indians' lust for revenge was over, Marcus and Narcissa Whitman had been murdered. These pioneers had come to Oregon to cure sickness and ignorance, but the sickness and ignorance of the Indians had cost them their lives.

It is not easy to judge the worth of a pioneer woman such as Narcissa Whitman. Our histories tell much of the frontier men, of the explorers, the scouts, the fighters, the railroad builders. Back of Sam Houston, and every frontier man, was a frontier mother who had faced pioneer dangers and hardships. By the side of most frontier men, such as Marcus Whitman, stood a wife who shared equally in the hard work to be done. Surely they should share equally with the men in our appreciation of the tasks that pioneers accomplished. These Whitmans did more than establish the first mission colony in Oregon. They also raised the flag of our own United States, and there it remained after the Whitmans were gone.

In one way our pioneer women, such as Narcissa Whitman, did even greater service for our country than the frontier men. When the Whitman party reached the Hud-



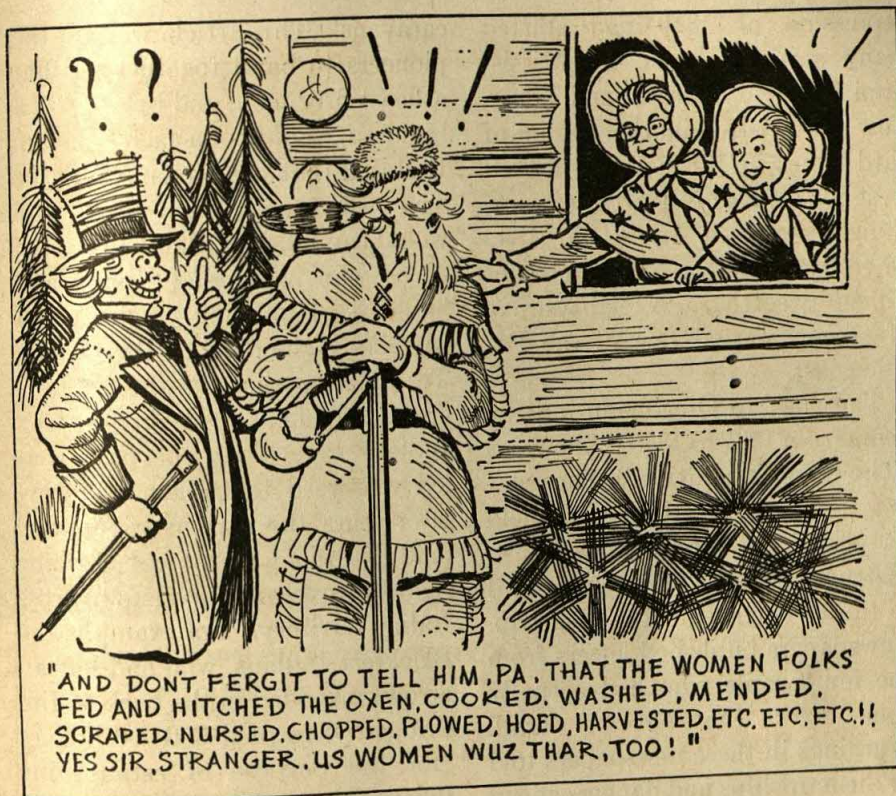


### We Honor the Men of the Frontier

son's Bay Post on the Columbia River, one of the English agents made a statement that contained much truth. This man observed that the English traders were alone, while, on the other hand, the Americans were bringing wives to start homes. This agent went on to predict that these homes would some day win all the Northwest for America. He was right. Narcissa Whitman and the frontier women who brought homes into the wilder-

ness did as much as the pathfinders and fighters to help us win the frontier. As we consider the contribution of women in building America, we might remember the inscription on a tombstone along the banks of the James River in Virginia. It is over the grave of one of the first women to reach Jamestown in the New World. "She touched the soil of Virginia with her little foot and the wilderness became a home."





### But Let's Not Forget Pioneer Women

#### GREAT MIGRATIONS MOVE WESTWARD

##### Settlers Follow the Missionaries.

One of the many things that Marcus Whitman and other missionaries did for the Oregon country was to carry word back to the East that the valleys of the Columbia were wonderful places to establish farms. These reports were true. Since that early date until today this land has been famous for dairying in the coastal regions,

fruit in the valleys of the Rogue, Hood, and Willamette rivers, and vast grain fields in the interior. We must keep in mind that the Oregon Territory of that day included the present state of Washington with such fine farming valleys as the Yakima producing choice fruits, vegetables, grain, and livestock.

This news of good, rich farm land was just what the people of the East were waiting to hear. The



depression of 1819 had started many settlers across the Mississippi River to Missouri and Texas. Now again, after another period of hard times in 1837, people looked west for a place to start life anew. Congress passed an act in 1842 whereby Oregon lands could be obtained by settlers. A mighty wave of people started toward the Pacific coast.

The rush to Oregon during the years from 1842 to 1845 is known as "The Great Migration." Throughout the East meetings were held for people going to the new West. Instructions were given in regard to things needed for the long trip. Newspapers published letters from the few people who had actually gone over the Oregon Trail. Warnings in these newspapers told of the hardships and dangers ahead of the emigrants bound for Oregon. The prairie schooner, which was our old Conestoga wagon, had to be of the strongest construction with sturdy wheels to withstand two thousand miles of jolting over the plains. Mules or oxen were recommended, as horses could not stand the long haul. Suggestions were given for provisions with special instructions to take large vessels of reserve water for dry stretches of prairie and desert.

One newspaper carried a notice that told the story of dangers which were faced by many covered wagon

caravans. This article warned the pioneers to band together so that at least fifty men, and better still a hundred, would be in each caravan. It stated that these men should be men who could fight and who would carry rifles of large bore. All of us who have read stories and have seen moving pictures of covered wagon days on the Oregon Trail, know that Pawnee, Cheyenne, Arapaho, and the fierce Sioux Indians were along the path that led westward to Oregon. During later years, the various tribes were paid by the government for the right of westward travelers to cross Indian territory. For example, the Blackfeet Indians, who had left an arrow embedded in the back of Jim Bridger, were paid 350,000 dollars "for the purpose of establishing thoroughfares through their country." But for many years each caravan traveled by day behind expert prairie scouts, and at night the covered wagons were drawn in a defense circle with mules, oxen, and pioneers alike within the enclosure.

**The Oregon Territory Becomes Part of Our Country.** The first year of "The Great Migration" found nearly a thousand people bound west for Oregon. The next year 1,400 people gathered along the Missouri River ready to brave the hardships and dangers of the western plains. The following year





**Modern Farms in the Northwest.** The early pioneers came to Oregon Territory looking for good farms. Today the valleys and plains are rich with orchards and grain fields. (Photo by Russell Lee for F.S.A.)

3,000 turned their faces west to the land that Lewis and Clark had explored and that Marcus Whitman had said would offer good homes to all who wished to farm. It was to be expected that by the year 1846, when the time came to settle the ownership of the Oregon Territory, the settlers there were largely from the United States.

The Hudson's Bay Company had pleaded in vain with England for more settlers with which to hold this land. The story is that England sent a Captain John Gordon out to this part of the New World to find out whether the land was

worth defending. It is said that the men of Hudson's Bay Company did everything to make the pompous Englishman, John Gordon, at home. However, this inspector for the king hated the rude houses of the frontier trading post, with the hard wooden bunks instead of soft beds, and the gentleman missed his full staff of English servants. Moreover, when he asked for his bath, he was shown the cold waters of Puget Sound. It was too much. The captain returned to England saying that the bleakest knoll of Scotland was worth more than all of Oregon.





**Covered Wagons on the Oregon Trail.** Long lines of prairie schooners crossed the plains and mountains carrying settlers to western farms and homes. (Ewing Galloway)

In our own country there was a different idea about the value of the Northwest. Our pioneers had said that Oregon land was wonderful land for frontier homes. When James Polk was elected President, he promised to get as much of the western land as he could. Of course there were discussions and arguments in settling the boundary line. For a time some northern politicians started a political cry for "Fifty-four Forty or Fight!" although we clearly had no right to demand that the line be placed as far north as that. These men wanted as much northwest territory as possible to offset the area of Texas which had been added to the list of slave states. You can locate 54°40' if you look at the map on

page 374. Had we fought for "fifty-four forty" and been successful, we would now control most of British Columbia.

Fortunately for all concerned, Polk and Congress were glad when the British offered us a compromise, and the line was set at the present location on the forty-ninth parallel. Our two countries have recently celebrated the one hundredth anniversary of a peaceful border between Canada and the United States. It was indeed fortunate that President Polk and the British settled a controversy by peaceful compromise rather than by needless war. Thus we can now add 1846 and the Oregon Territory as important points on the time line of American history.



### Presidents During Frontier Days.

You have already read of the keen interest that our seventh President, Andrew Jackson, had in the frontier. James Polk, our eleventh President, who was in office from 1845 to 1849, was also considered a great frontier leader because of the large amount of western land that was added to our country during his administration. It would be well to remember these men as presidents who were outstanding in their interest in the frontier.

Most of the presidents who served our country between the days of Andrew Jackson and James Polk were also interested in the people who were settling the Far West. Martin Van Buren (1837-1841), who followed Andrew Jackson, had little time to work on frontier problems because there was a panic during his administration. Even a financial panic had some influence on the frontier, for thousands of unemployed people left the East and started for the West.

William Henry Harrison (1841), the ninth President, died only a month after he took office, but he was well known throughout our country as a frontier Indian fighter. John Tyler (1841-1845), our tenth President, served our country during the years that Florida and Texas were admitted as states of the Union. Mention has been

made of the great land annexations that came during Polk's administration. Zachary Taylor (1849-1850) was our twelfth President. He gained a national reputation as a leader in the Mexican War, and during the brief time he was in office before his death the California gold rush occurred.

**One of the Greatest Migrations of History.** In the year of 1847, when the ungrateful Cayuse Indians were murdering the Whitmans, a great event was taking place back along the Oregon Trail. Throughout the long spring and summer days of that year a caravan of seventy-three wagons with a hundred forty-three selected men had been pushing westward. The caravan was organized with greater discipline than was customary for most covered-wagon trains. A bugle woke the members at five o'clock and by seven the caravan was under way, but each day before the start the entire company was led in prayer. This band of people was an advance guard, and there were thousands who followed after them. They were members of a religious group known as Mormons who were wandering westward in search of a promised land.

In midsummer the advance guard pushed through South Pass and over the Green River. Then they turned south from the usual



stream of westward emigrants headed for Oregon. Finally one day, two advance scouts stood on a hillcrest and looked out over the land that these wanderers felt was to be their promised home. They were looking out over the valley of the Great Salt Lake. So industrious were these people that the advance guard was sowing seed the very next day, even though they were exhausted from the long and difficult journey. \*

Many Mormons remained behind in the Missouri River Valley while the advance guard went west to find the place of settlement. These people had unhappy times, for they were persecuted wherever they went—in Ohio, Missouri, and then again in Illinois. The Mormons believed that a man might have more than one wife. This practice of many marriages is called polygamy and it was the chief reason why this religious group was opposed wherever the Mormons tried to settle. At times the rougher people near the Mormons attacked them, and in this manner their first leader, Joseph Smith, was killed. But a new leader, Brigham Young, took charge. \*

Brigham Young was an organizer of great ability. He led the advance guard out to Utah. Then he returned for the rest of his people. To take more than fifteen thousand people across the plains

was a gigantic task. This main body had spent the winter on the Missouri River near the present site of Council Bluffs, Iowa. It had been a cold winter, and the Mormons had suffered from lack of food and shelter. But Young had returned and had finally prepared the multitude for the long journey. The energetic leader checked wagons and oxen to see that everything was in first-class condition. Supplies were carefully looked over.

The mightiest migration of American history got under way. Once on the march, Young encouraged, commanded, and drove them across the prairie as a general would an army. Scouts went ahead to watch for unfriendly Indians. Hunters were sent out to provide the thousands with buffalo meat. On went the mighty caravan which by this time had divided into many smaller groups. Finally Brigham Young completed the task of transporting his multitudes across the plains to the Salt Lake settlement.

**The Mormons Conquer the Desert.** When the first Mormons stopped off at Fort Bridger, Jim Bridger had told Brigham Young that the Mormons would be unable to grow anything in the desert country of Salt Lake. The Mormons were not dismayed and brought to that desert land the knowledge of irrigation. Follow-





**The Mormon Temple, Salt Lake City.** Brigham Young and his followers began a settlement that has grown into a splendid modern city. (Courtesy Chamber of Commerce)

ing this example, hundreds of settlements in the West have transformed desert land into productive farm land.

The Mormon settlement was a decided success. For a time there was difficulty with the United States. Brigham Young had hoped to lead his people away from the country that had given his flock so much persecution. He had hardly settled at Salt Lake when this entire area was given to our country by the treaty with Mexico. Many years later the Mormons gave up

their practice of polygamy and the early unpleasant relations with the United States were finally corrected and forgotten.

Today we look back to the migration of this people westward as one of the notable accomplishments in history. We recognize, too, the industry and thrift of this group. The Mormons succeeded in those early days against great handicaps. They also have succeeded since that time in keeping all of their people industriously working and independent. They



did this by doing two things that might well be copied by other people. In the first place, these people maintained that each person should work and do his share in producing the necessities of life. In the second place, they held that all persons in their group should work together and help each other. With each person working, and all persons working together, any community or country would be a success.

### THE STORY OF CALIFORNIA

#### Are Ye for California or Oregon?

When pioneers of the covered wagons met in the early days along the Oregon Trail, the customary greeting was, "Are ye for California or Oregon?" Although most of the people of the first great migration turned north from Fort Bridger to settle on Oregon land, a few wagons turned south to go on over the dry, central basin of the present states of Utah and Nevada. These wagons continued on through a mighty mountain range called the Sierra Nevadas to the western land of California.

Of course the covered-wagon trains to California had been preceded by pathfinders. We remember that young Jed Smith had scarcely been given command of Ashley's mountain men, when he decided to strike out southwest from the Great Salt Lake and ex-

plore a route to the Mexican settlements of southern California. We remember, too, that Smith succeeded in his exploration, but was commanded to leave California. These original owners of California guessed rightly that the coming of this restless and energetic Yankee meant that some day there would come an end to the peaceful, lazy days of early Mexican ranchos and missions.

#### Early Expeditions to California.

The Mexicans had been suspicious of the presence of Jed Smith, but these California people had much more cause to be alarmed at the Pacific coast expeditions of John C. Frémont who followed after Smith. Frémont has been called *The Pathfinder* because of the notable work he did in making maps of the Far West. As a general rule, however, Frémont followed routes that had been previously discovered by such men as Jed Smith and Jim Bridger. Frémont, with his famous scout, Kit Carson, was in the West exploring for the United States government. The fact that our government was surveying roads in the Far West told the Mexican people that before long many Americans would be traveling on those paths.

For many years, even before the days of Jed Smith, the early Californians had traded hides and tal-





**Wagons Separating for California or Oregon.** When news came of the gold strike, many Oregon-bound settlers turned south for California. (Ewing Galloway)

low from their cattle ranchos to Americans who sailed the west coast over the ocean route of the old Sea Dog, Sir Francis Drake. Those were the peaceful days around the missions or on the large ranchos. But these early mission days were soon to end. Jed Smith had pointed the way, Frémont had mapped the way, and the eyes of westward emigrants turned to California as well as to Oregon. The covered-wagon trains were not long in arriving. In 1841 an emigrant party of some size reached California led by an important pioneer, John Bidwell. This party left the Oregon Trail and with much hardship succeeded in crossing the deserts and mountains to settle in California.

The Bidwell party and many other early California immigrants found help from a large establishment in California managed by a Swiss named John Sutter. Sutter had developed an estate along the Sacramento River that was for all the world like the possession of a nobleman in medieval times. This Swiss gentleman was lord of Sutter's Fort. In addition to a fur-trading business, his establishment included herds of cattle and acres of farming land. Sutter helped members of the Bidwell caravan when they reached California. He was soon again performing an act of helpfulness in attempting the rescue of another large party bound for California. This caravan, known as the Donner party, went



## OUR PRESIDENTS



### ANDREW JACKSON 1829-1837

Seventh President. Democrat. A fighting frontiersman from Carolina and Tennessee. Called "Old Hickory." Dissolved the United States Bank which he thought too powerful. Worked for the common people. Many reforms were begun during his term of office.

### MARTIN VAN BUREN 1837-1841

Eighth President. Democrat. A lawyer from New York. An economic panic occurred during his administration. Many people migrated to the western frontier.



### WILLIAM HENRY HARRISON MARCH 4-APRIL 4, 1841

Ninth President. Whig. A military man from Ohio. Called "the hero of Tippecanoe" in the War of 1812. President for only one month when he died.

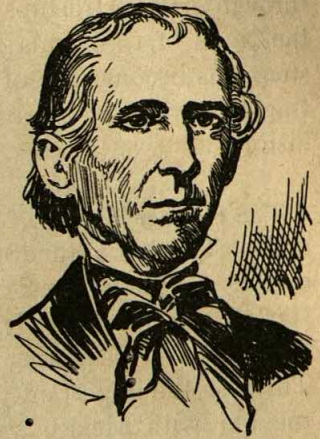




## OUR PRESIDENTS

### JOHN TYLER 1841-1845

Tenth President. Whig. Had been Governor of Virginia. Became President after Harrison's death. Texas and Florida admitted to Union in 1845.



### JAMES KNOX POLK 1845-1849

Eleventh President. Democrat. Had been a Governor of Tennessee. Sometimes called "the President who won the West." Much western land acquired from Mexico. Oregon boundary argument settled.

### ZACHARY TAYLOR 1849-1850

Twelfth President. Whig. Louisiana. Called "Old Rough and Ready." Had no political experience. Leader in war with Mexico. Gold rush to California during his administration.





through such hardships to reach the lands of California that their story has become one of the most tragic stories of early western history.

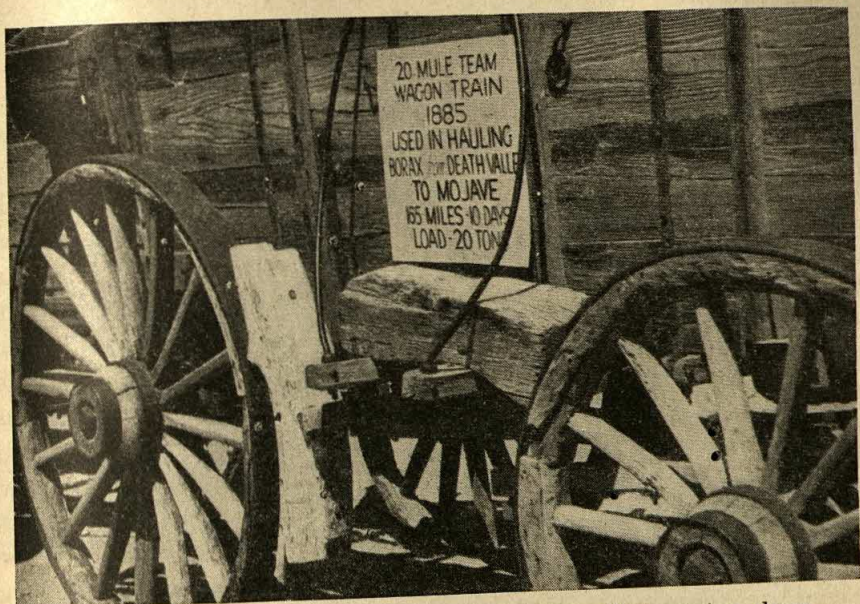
**The Donner Tragedy.** The original party of two hundred wagons and a thousand head of cattle started west from Independence, Missouri, in the spring of 1846. This was the important year when the war with Mexico was started that was finally to bring all of this western land to the United States. It was the year when we gained undisputed control of Oregon. It was, also, the year of probably the greatest single tragedy of western pioneer history. The Donner caravan was as well equipped as any wagon train that went out over the Oregon Trail. Indeed, all went well until the party crossed over the South Pass and started toward the Sierra Nevadas. Then arguments developed as to the best route to take; the party split and eighty-seven started ahead. The most important thing for California caravans to watch was to start over the mountains well before winter began. The peril most to be feared was a heavy mountain snowfall.

The caravan was in the mountains when the first snow was encountered. Again, there were arguments and precious time was

lost. While they hesitated, a heavy snow set in and buried the entire party. They were trapped. Many of the animals were never found. The men cleared away the snow, built rude shelters, and started to fight the winter and starvation. The events that followed during the freezing weeks and starving months fill us with horror today as we read the Donner diaries and find them boiling the hides of the animals for food in an effort to keep children alive. When the snows melted away in the spring and rescue parties could reach the band, half of the original group of eighty-seven were dead. It was a tragic story the like of which had not happened since death fell upon the first men of Jamestown and the Pilgrims of Plymouth.

Most of the early story of California was a happy one. The Mexican War did not greatly disturb the drowsy land along the Pacific. We read that there was a revolt and that for a short time California was proclaimed an independent country. However, the new Bear Flag of California did not wave long. The treaty after the Mexican War gave this land to the United States. About the time the treaty was signed that adjusted this vast expanse of western lands, an event happened in the settlement of John Sutter that was of such great importance that it over-





Memories of Old Mining Days. A relic of frontier mining days. The sign on this twenty-mule-team wagon in Death Valley tells its own story. (Courtesy Tom Harrison)

shadowed everything that had happened in the Far West. One of Sutter's men, James Marshall, found gold in the stream on which John Sutter's sawmill was built.

of prospectors would overrun his peaceful establishment in the Sacramento Valley. Sutter was correct. However, even he did not realize the multitude of men that were soon to be rushing to the valleys of California.

**From California Comes a Cry of Gold.** It was an important day for the Far West, but an unhappy one for Captain Sutter, the day his hired man, Marshall, excitedly showed a few particles of bright yellow substance to the owner of Sutter's Fort. Captain Sutter wanted a little kingdom of his own where he could rule his workmen and develop his large estate. He rightly guessed when the bright yellow substance was tested and found to be gold, that soon swarms

James Marshall had been building a sawmill for Sutter. In the millrace which carried the water, Marshall found the gold. In spite of the effort of John Sutter to keep the news a secret, the word was soon out. One man immediately set out and prospected along the American River and found at least some trace of gold along the entire stream. Soon the word *Gold!* reached the small harbor town of San Francisco where a few sailing



clippers from New England came to carry on a small trade with the settlements around the bay.

The cry of *Gold* was taken up and carried down the coast by sailing boat and by horse riders. Back across the Oregon Trail, back through South Pass and the frontier forts, back through the first towns of Independence and St. Louis, back even to New England went the cry of *Gold!* The story was told that there was gold in California in such quantities that anyone could become rich—anyone who could get there in time to stake out a piece of the gold-bearing gravel of the streams! •

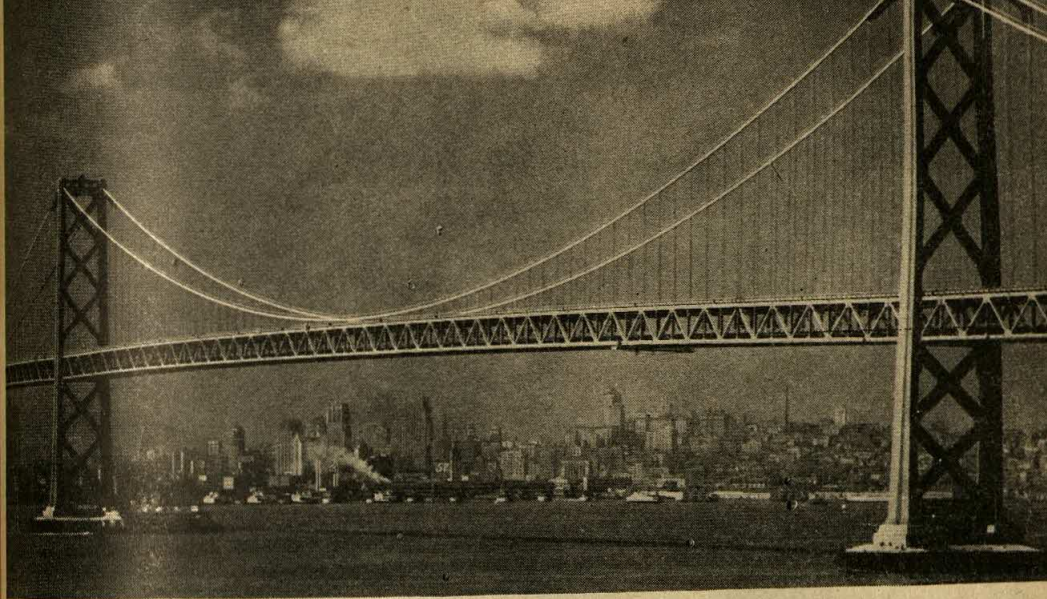
There have been important gold discoveries before and since the days of "forty-nine" in California. It is doubtful, however, if there has ever been such a rush, such a stampede, as the one that was caused when the word began to reach men that the rivers of California were full of gold. People in the nearest settlements, such as San Francisco, left their stores and jobs and started breathlessly for the "diggins." Emigrants on the Oregon and California Trails forgot that they were headed west to establish farms, and they turned their prairie schooners toward the hills of wealth. Men, thousands of men, from the fur trappers in the Rockies to men working on the wharves of faraway Boston, heard the word, and started

westward where one could become rich by shoveling gold from the streams of California.

There were three ways to reach this land of sudden riches. If a man were fortunate and could pay a good price, he could get passage on a fast clipper that would sail around South America and reach the gold fields in three or four months. More than likely the person would be on a slower boat and would be sailing as long as eight or nine months. Many seekers for gold attempted to shorten this long journey and so sailed to the Isthmus of Panama and crossed the narrow but difficult jungle. By far the largest part of the thousands who raced westward came over the Oregon Trail by covered wagon. Our famous trail was no longer a route through great stretches of uninhabited, lonesome prairies and mountains. Hundreds of westward travelers were stretched out along the great trail. They were pressing desperately westward to get to the gold fields as soon as possible.

**California Is Settled in a Hurry.** The scenes in the gold fields were even more unusual. Gone was the peaceful setting of Sutter's Fort. Every river and stream flowing down the western side of the northern mountains was crowded with miners digging for gold. Many





San Francisco Bay. Giant bridges span this bay where once rested at anchor the galleons of the explorers and the clipper ships of the traders of frontier days. (Ewing Galloway)

processes were used to find the gold that was mixed with the sand of the stream beds, but the small pans or the larger sluice boxes all employed the same idea. The water would wash the light dirt and sand away from the heavy gold leaving the yellow substance on the bottom of the pan or sluice box. Some miners struck exceedingly rich deposits. Practically everyone who was willing to work made good money. Hundreds of thousands of dollars in gold dust and nuggets were sent back to the port of San Francisco.

What can we say of San Francisco, that little seacoast town of a few trading ships and stores deserted by miners who had "gone to the diggins"? For a time everyone

seemed to leave San Francisco, and then everyone seemed to come there. The clipper ships arrived crowded with gold seekers. Many people wiser than the miners remained in the town to start businesses and in this fashion managed to get their share of California gold. Hundreds of shacks and hastily constructed buildings appeared. San Francisco suddenly became a city.

California found sudden wealth in the new gold, and the rush of settlers brought many hard-working men. The abundance of easy money also attracted many undesirable people, such as gamblers, who planned to get a share of the yellow wealth by other means than shoveling gravel into sluice boxes.





**The Southwest.** The story of the exploration of the Southwest is told on this map. This is the territory we obtained from Mexico.

There was no police force to maintain order, and few courts to establish justice. So for a short period the miners in the "diggins" and the respectable citizens of San Francisco took the law into their own hands. The name of the village of *Hangtown* in the gold fields tells how some of the miners dealt with ruffians and robbers. A secret organization in San Francisco, known as the Vigilantes, began to hang some of the undesirable people. Fortunately, law and order were again established and mob rule soon ceased.

The peaceful, calm California of Mexican ranchos had indeed been replaced by a California of hustle and excitement. Still the gold seekers came on. Over fifty thousand emigrants headed along the Oregon Trail for California riches during the spring of 1849. Fortunately for this western land, the confusion of the first few years of gold digging was followed by better-planned developments. It was soon found that the gold of the northern streams was made up of particles washed from a rich deposit of gold quartz called the



*Mother Lode* which was located in the Sierras back of the Sacramento Valley. Large mining companies began to replace the individual men who had been digging along the stream beds.

Then the newcomers to California made another important discovery. They found that this land, whose western shores stretched along the Pacific, had an abundance of farming land that was of more value than all the gold of its mountain streams. Farming commu-

nities began to develop in the rich Sacramento and San Joaquin river valleys. Others found good homes in the sunshine of southern California where Father Serra had started his first missions. But it was gold that had brought the first thousands to this land. Those thousands had come in such a rush that only a short two years had passed since Marshall's excited discovery before California became the thirty-first state in our rapidly growing nation.

## WORKING WITH HISTORY AND GEOGRAPHY

1. **Floor Talk.** Prepare a floor talk on John McLoughlin, the "*Father of Oregon*."

2. **Illustrated Map.** Make an illustrated map of the Oregon Trail showing the beginning at St. Louis, the hunting area of the mountain men, and the frontier farms in Oregon. Indicate on your map what states have been made from the territory through which this trail ran and the different types of country.

3. **Tribute to Pioneer Women.** Using either prose or poetry as your form of expression, write a tribute to pioneer women such as you think might be appropriate to carve on the base of a statue.

4. **Page of Diary or Letter.** Write a page that might have been taken from the diary of Narcissa Whitman. If you prefer, write a letter such as she might have written to her friends or family in the East.

5. **Product Map.** Make an illustrated product map of Oregon today. Show your map and accompany it with a report on Oregon today.

6. **Newspaper Article.** Write a newspaper article giving instructions to parties planning to set out for the Far West. Such an article is described on page 382.

7. **Committee Report.** Have three members of your class prepare a committee report on the history of the three Pacific states—Washington, Oregon, and California.



**8. Challenge.** Prepare and present a program commemorating the peaceful settlement of the Oregon dispute which has been followed by over a century of friendship between Canada and the United States. You might wish to compare our long unfortified boundaries and simple boundary regulations with difficulties between European countries over boundaries during the same period.

**9. Floor Talk.** Prepare a floor talk on Brigham Young and the Mormon migration.

**10. Radio Skits.** Write a series of scenes based on the experiences of the Bidwell or Donner party on their trip to California. Perhaps you might find it simpler to plan to present these scenes in the form of a radio program.

**11. Play.** Write a short play dramatizing James Marshall's discovery of gold in California. You will find additional information in encyclopedias and many other books in your library.

**12. Map.** By 1850, all of the large areas of land had been added to our country. Draw a map showing the various additions by the use of different colors. Include the date of each on your map. You would want to show: (1) land obtained at close of Revolutionary War, (2) Louisiana Purchase, (3) Florida, (4) Texas, (5) land obtained from Mexico, (6) Oregon Territory.

**13. Class Program.** Have a committee prepare a program on the Gold Rush. One member could tell his experiences crossing the country in a prairie schooner, another might relate his mining experiences at the "diggins," a native Californian could tell his sadness as he watched the progress of the rush for gold and the destruction of his peaceful, golden California. One boy interested in mining might tell about the various methods of mining gold. The program could close with the "actors" and class singing some old frontier songs.

#### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Marcus Whitman	Eliza Spalding	Mormons
Narcissa Whitman	Joseph Smith	Hudson's Bay
Captain Gray	Brigham Young	Company
Dr. John McLoughlin	John Bidwell	The Great Migration
Captain Bonneville	John Sutter	sluice box
Jason Lee	Donner party	Vigilantes
Daniel Lee	James Marshall	Mother Lode
Father De Smet		prairie schooner



## Freedom's Frontier Is Established

**Yankee Clippers Speed for the Frontier.** We are near the end of our story of America's frontier. When California was admitted to the Union as a regular state in 1850, the frontier was beginning to disappear in many places. It is true that there were many scenes of the "wild and woolly" West still to be enacted! The Pony Express was yet to come, stagecoaches were yet to be ambushed, and Indian tribes were still to rise in a last desperate attempt to save their hunting grounds. However, the roads were coming west, fences were being built, civilization was spilling out over the plains from Montana to Texas and to the valleys of Oregon and California. The old days were giving way before the prairie schooner and the plow. This final chapter tells some of the last events that occurred as American pioneers pushed *Freedom's Frontier* into every corner of the once wild West.

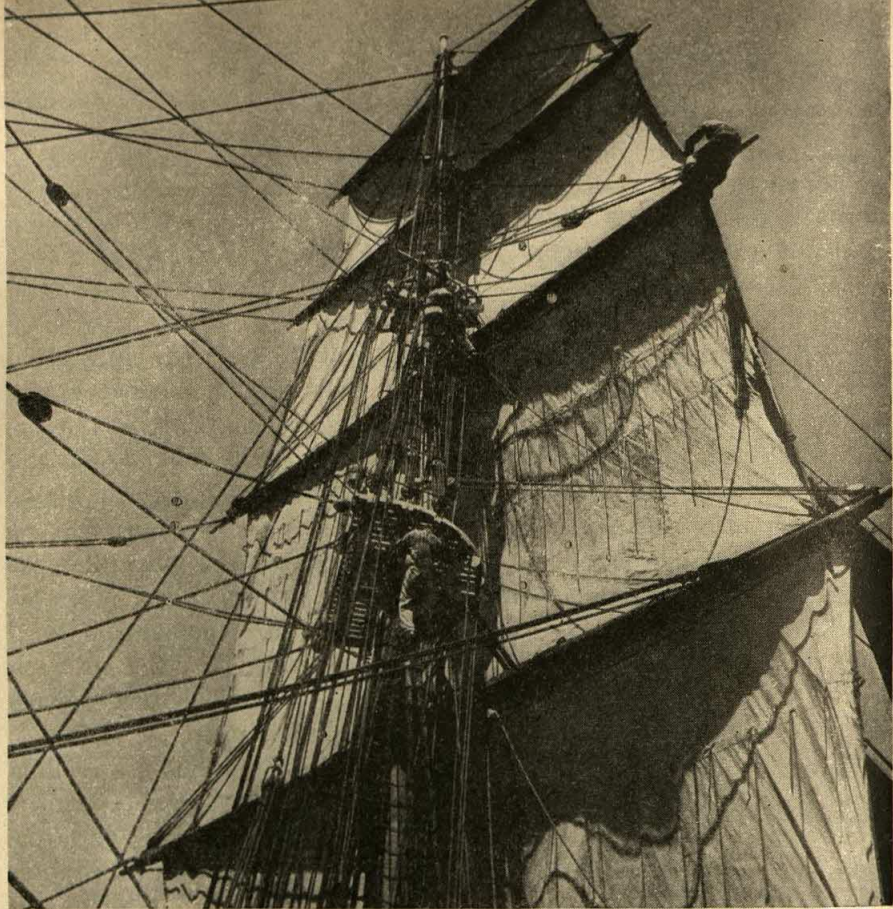
One of the most exciting things about the American frontier had nothing to do with prairie trails or mountain passes. It was a type of ship that sailed the seas during the years that people were rushing

frantically to find riches in western gold. This was the Yankee clipper, majestically beautiful with towering sails and gaily colored hulls and rails. Although this queen of the seas sailed a century ago, the lines of the boat were as streamlined as tomorrow's automobile. When excited Easterners demanded speed and more speed in order to reach the gold fields, they took passage on a Yankee clipper.

Yankee clippers had been sailing the seas for a few years before the discovery of gold in California. One of the first of the real clippers was the *Rainbow* which was launched in New York in 1845, the year Texas was admitted to the Union. Critics laughed at the design of the "newfangled" boat with masts so tall and spars so big that anyone could see the first big gale would capsize the clipper and dump its hardy crew and load of Canton tea into the ocean. The *Rainbow* didn't blow over, however. The fact is that this sleek ship with its massive canvas spread made a remarkably fast run to China.

The clippers had accomplished just what their designers thought





**Rigging and Sails on a Clipper Ship.** "American sailing ships led in the race for world trading during frontier days. (From the Paramount Photoplay "Two Years before the Mast." Copyright 1944 by Paramount Pictures, Inc.)

they would. The great amount of canvas sail, the sharper bows, all combined to send the beautiful clippers knifing through the seas at a speed that at times equaled the rate of many modern steamships. Out from their tall masts billowed great sails of canvas. The hulls were painted with brilliant combinations such as black with gold bands or green and white. Beautiful indeed were the clipper ships!

Of course, American building ability was not satisfied with the *Rainbow* and its accomplishments. Soon the shipyards from the Chesapeake to the New England harbors were busy with workmen building better, bigger, and faster clippers. In the year of 1850, there were scores of older sailing vessels coming into San Francisco harbor with supplies and prospectors for the gold fields. These slower ves-



sels had taken an average of 159 days to make the trip from the east coast, around South America, and up the coast to San Francisco. Then one day into the Golden Gate sailed the majestic *Sea Witch*, an improved clipper that had almost cut the voyage time in half. Instead of the usual 160 or more days, the *Sea Witch* had made the journey in 97 days. From that day on, Yankee clippers were in demand for the traffic to the gold fields.

In the same year of 1850, a New England shipbuilder by the name of Donald McKay, launched his first clipper. This man might well be listed in importance with Robert Fulton and other builders of means of transportation. McKay's clippers soon became world famous. Longer and more slender he built the hulls, and higher and higher he piled the masts and spars, until it appeared that the very height and weight would topple the whole structure over. On the *Great Republic* he put a main mast of 205 feet, full twenty modern stories above the slim, tiny deck beneath. When the intrepid captains dared to pile high the canvas of the main skysail and the mizzen royal, no matter how strong the wind, there were no boats afloat that could overtake such sea beauties as McKay's *Flying Cloud*, the *Lightning*, or the *Great Republic*.

For a number of years the Yankee clipper ruled the seas. Many a stirring story is told of how these vessels battled storms or maneuvered against calms. The clippers turned the high seas into a race course as the various ships strove to lower the sailing records between ports. These races were followed with intense excitement because of prizes paid by owners to encourage speed. One remarkable race was run by five English clippers from China to London. The winning ship reached London only twenty minutes ahead of the second boat. Three clippers arrived the ninety-ninth day of the voyage, and the others were only two days behind.

The days of the gallant clippers were numbered. In the year 1869, two important events occurred against which even the smart speed of the clipper could not compete. The Suez Canal was completed and the sailboats could not maneuver through the narrow lane of the long canal. That meant that clippers were no longer needed to sail east to the Orient. In the same year, a railroad was completed across the American continent. And fast as the clipper was, it could not race around South America and beat the "Iron Horse" to the west coast. So these beautiful, bold ships disappeared from the seas even as the prairie schooner



and stagecoach were vanishing from the land. Modern inventions were surely and steadily stamping out most features of the American frontier.

**Miners Rush for Riches.** The frontier days were not ended just because settlements had reached California. Much of the land through which the Pacific coast settlers had come was still unsettled. Some parts of it were not even explored. More than another quarter of a century was to go by before the frontier was to disappear forever from our history.

Mining was the first activity to take western settlers into many of the regions that covered wagons had at first passed by. After the California days of "forty-nine," people everywhere had an ear ready for any rumor of a discovery of precious ore. Soon these people heard the word that rich strikes of silver had been found in western Nevada in the very territory that western settlers had been going over to reach California gold. Then there was a mining rush to Nevada.

Carson City, which is the present state capital, was begun. Virginia City also started at that time as a rough mining town built around a particularly rich deposit of ore. Today you can visit many of these early mining towns of the West,

such as the one illustrated in the photograph on page 403. Most of these old towns are deserted and are called ghost towns. But you can see them much as they were in frontier days.

Stories of mining discoveries took settlers to many other localities. Ten years after the famous discovery at Sutter's Mill there was a rush of miners to Colorado. The people of this mining migration were sometimes known as the "fifty-niners." Gold was found in what is now Idaho, and into this region rushed men from Oregon and Washington. The rich mining deposits of Montana could not remain long undiscovered. Soon a stampede was on to find riches in this northern territory around the present city of Helena. All these things happened less than fifteen years after the California gold rush. These various mining "rushes" served to bring prospectors and settlers into nearly all the out-of-the-way places of the great unexplored western frontier.

**Cowboys and Cattle.** In the last quarter century of the frontier we have reached the point in history when the cowboy was king of the western lands. The cowboy of the plains was indeed an interesting character. He lives in our memory with those other colorful frontier people such as the pathfinders, In-





Virginia City, Nevada. Some of the richest western mines once operated near Virginia City. Today many western ghost towns are deserted, with the excitement of frontier days only a memory.  
(Paul's Photos)

dian scouts, and mining prospectors. Men began to establish great cattle ranges in the West shortly after the first mining rushes occurred. In fact, the cattle business had been going on in Texas even before the mining days.

Soon Texas herds began to spread out north into Colorado and as far north as the Dakotas and Montana. Then for a quarter of a century the cowboy became the most important person from Texas to Fort Dodge, and on north to Miles City. When the sheepherder, the hay farmer, and the barbed-wire fence drove the cowboy from

the plains, his memory remained strong in our folk songs, our movies, and our storybooks.

The western cattle business was really started by the Mexican people south of the Rio Grande. Most of the first range cattle were longhorns that ran half wild on the ranges. These longhorns came from the original cattle that Spanish settlers had brought into Mexico. Even the cowboy's horse was usually one of the tough, little range ponies that, like the longhorns, had grown wild on the plains from original Spanish stock. The cowboy's outfit, too, was adopted



from the *vaquero*, or herder, who had been riding the ranges of Spanish America from the Rio Grande south to the pampas of Argentina. From this *vaquero* came the heavy saddle with high horn for roping.

Our cowboys also borrowed from the Mexican *vaquero* the idea of the large, colorful handkerchief worn around the neck to be raised over the face when riding through clouds of dust on the range. From the Mexican herder came "chaps" to protect the rider's legs from thorny bushes or cactus. Thus, colorfully arrayed, the cowboy made a romantic figure as he rode the ranges during the last half of the last century. Almost any American boy of that period had a dream at one time that "he would go out West and be a cowboy."

Americans know the cowboy's story well. Our books and movies have told us how he went onto the range and roped and tamed his own cow pony. We know of the spring roundups when the new calves would be singled out of the herd by riders, roped, and then branded with a hot iron. This brand would leave a scar on the animal's flank which would be the sign of ownership. The question of which ranch owned the cattle was sometimes a serious problem that often ended in gun fights. The ranges were spread over countless miles of unmapped country.

Where one range ended and another began was often more of a question of accurate shooting with a revolver than of accurate surveying of boundary lines.

The roundup was one of the big events in the life of the cowboy. The cattle that were ready to be driven to market were selected or "cut out." What a drive that was! To bring the herds to market for a cattleman in Texas, for example, meant that his cowboys had to drive the herds over dry, dusty plains to some railroad point in Kansas such as Abilene. As many as five thousand cattle might be assembled in one vast herd. Then the great mass of animals would be driven slowly from ten to fifteen miles a day. The long trail was sometimes over three hundred miles. It was a long, hard, dusty job. Sudden desert storms might cause stampedes of cattle. Sometimes cattle thieves would attack and drive off stock.

Finally, the place where the railroad ended would be reached and the cattle could be loaded for shipment. In this frontier cattle town, the cowboy would "cut loose" and shoot things up a bit, or, perhaps, unfortunately lose his pay for the past weary months in a frontier gambling hall. Then the cowboys would ride back over the long trail to begin again the work of branding calves and riding herd.





**Cowboys and Cattle.** The western cowboy of frontier days was a romantic character who lives today in storybooks and motion pictures. (From the Photoplay "The Virginian." Copyright 1945 by Paramount Pictures, Inc.)

Cowboys can be seen today on dude ranches and even following herds of cattle on many western ranches. However, the period of the cowboy didn't exist very long on the western plains. The cattle business became very profitable for a while because there was little expense. The ranges were free. Soon, however, farmers started raising grain. Then the wandering herds had to move on farther west. The ranges became so crowded with herds that it was necessary to put up fences. When the first barbed-wire fence was strung across the cattle range, the day of the cowboy was almost ended. With less free land to graze cattle, men began to grow hay. Growing hay is a job for a farmer, not a cowboy.

The rangy, tough cattle of the cowboy were also disappearing, and in their place came a type of cattle that was developed especially for meat. The days of the wandering herds of longhorns and the old-fashioned roping, shooting cowboy of the range were over.

We shall not forget the cowboy, however. He will be alive in memory for all the years to come. Together, in imagination, we shall ride with the cowpuncher as he cuts out a calf from the herd and yells, "Git along, little dogie." We shall dash recklessly with him over the dangerous, uneven ground of the plains as he rides along a stampeding herd and skillfully turns it into a harmless, milling circle of cattle. We shall imagine ourselves cool as with



steady nerves we beat some cattle thieves to the draw and shoot it out on the main street of a frontier town. In memory we shall sit around the campfire after a hard day's ride, and our voices will join in the chorus as out over the still night of the range goes the mournful song of the cowboy, "Oh, bury me not on the lone prairie."

**Buffalo Disappear and Indians Retreat.** The first pathfinders found the plains of the West dark with countless herds of buffalo. When the American naturalist, Audubon, made a trip up the Missouri River during frontier days, he reported that the plains were covered with these wild animals. Audubon also said that they were being killed at a rapid rate. Every wagon train that crossed the plains in search of Oregon land or California gold had a party of hunters who killed animals in large numbers to secure meat for the caravans.

The buffalo were so numerous that hunters were careless. Animals would be killed for only one choice cut of meat. Cattlemen killed the buffalo so that cattle might have the plains for grazing. Housewives were using buffalo hides for rugs. The buffalo was doomed. So rapidly was this beast slaughtered, that the government had difficulty in keeping the buffalo from being exterminated.

The Indians began to disappear with the buffalo herds. You have already read how the tribes were steadily pushed back from the Atlantic coast. Perhaps no one could ever have made a satisfactory plan to protect the Indians who were really few in number. They wanted large areas over which to roam for hunting. The white people were energetic farmers. They wished to develop the land. No way ever could have been found to save the West forever just to provide hunting grounds for a few wandering tribes. Unfortunately, the tribes were pushed back time and time again with treaties that guaranteed to them the new lands. Then, in turn, the white frontiersmen would take possession of the new property. That was the story of the Indians over and over again until their homes were finally reduced to a few reservations. It is true that these reservations gave each Indian as much land to live on as any white man had, but the old Indian life was gone, and the way in which it was lost is to be regretted.

The final treaty which the government made gave "Indian Territory" definitely to the tribes. At the same time payments were made to them for the right to have wagon trails and railroads cross through this territory. This right to cross the Indians' territory was





**Buffalo of the Plains.** Early pathfinders found the western plains covered with buffalo. The beasts were slaughtered and today only a few small herds remain. (Paul's Photos)

the beginning of the end. Towns began to appear. The Indian was again losing the land that he had been promised. The most disheartening time came when rich minerals were found in lands that had been given to the Indians. Prospectors became wild with the excitement of finding sudden riches and cared little for Indian treaties. The prospectors swarmed over the Indian lands.

The Indians were at first resentful; then, realizing that the end was near, they went on the war-path. For example, in the land on the borders of the Dakotas, Mon-

tana, and Wyoming, the Sioux, Cheyennes, and other tribes gathered under their leaders. United States cavalry came up from the frontier forts that were established along the Missouri River and the Oregon Trail. Bloody battles followed. On this particular frontier in 1876 General Custer's cavalry detachment was cut off and completely wiped out near the Little Big Horn River in Montana. The Indian cause was hopeless, however. On came more detachments of cavalry. Back, ever back, went the Indians. The young warrior, Tecumseh, had much wisdom when



in our early years he beheld the first flatboats on the Ohio River and foresaw the end of his people.

Today we find the Indians on small reservations. Many, such as the Hopi of the Southwest, live much as they always did. These Indians were farmers and craftsmen, and therefore the coming of the white men did not upset their way of life. However, the happy hunting grounds were gone for the wandering hunters and fighters of the eastern forests and the western plains. Gone was the hunting trip or the wild war dance of the Iroquois or Cherokee, the Pawnee or the Sioux. Perhaps it is just as well that these things are no more—just as well for the Indians as for the white man. Nevertheless, the story of the retreating red man is not a happy one, and we, too, are sad as we realize the grief which their chiefs must have felt as the old way of living was taken forever from these first Americans.

### *MACHINES FOLLOW THE FRONTIER*

**Homes, Farms, and Machines.** The building of homes and the establishing of farms did much to end the days of the wild frontier. The first frontiersmen like Boone wished to wander around, find an uninhabited valley, and "settle down for a spell." These people had little idea of owning property.

Even the early cattlemen seldom knew where the boundaries of their lands were. Eventually, the time came when every family had to know where its land ended and the neighbor's property began. These pioneers wanted to own their own homes and their own land.

The desire to "own your own place" has been an important factor in the establishment of our country. Our government had obtained vast tracts of western land, as you have read in the last chapter. Pioneers wanted to obtain parts of this land from the government without paying speculators who would buy up large tracts for profit. It was a good idea, and that was exactly what happened. In 1862, during the War between the States, our Congress passed what was called the Homestead Law. This made it possible for a pioneer to obtain one hundred sixty acres of land free. The only requirement was that the family should make this land their regular home. After the farmer had lived and worked on this land, the government gave him a deed of ownership. The possibility of getting free land encouraged many people to go west to establish homes. In some places, such as the present state of Oklahoma, homesteaders stampeded for free government land in a way that surpassed the gold rushers.





**Indians of the Southwest.** (1) Navajo Blanket Maker. (2) Pueblo Pottery Maker. Many of the western Indians were farmers and craftsmen and their way of life was not upset by the coming of the pioneers. (Paul's Photos)

Undoubtedly the invention and the manufacturing of farm machinery was one of the most important influences in encouraging people to establish farms. We have been so busy studying about frontier trails and pathfinders that our story has taken us far away from eastern cities where such men as Slater and Whitney had established factories. Manufacturing had been steadily developing, and we shall read more later of how our country finally grew into a giant of manufactured steel. Our frontier story would not be complete, however, without mentioning the part played by a young inventor by the name of Cyrus McCormick. The farm machinery manufactured by the company that McCormick es-

tablished did much to develop the homes and farms which filled up the plains and valleys that once had been our frontier.

About the same time that the western pioneers were discovering that they could take wagons through South Pass on the Oregon Trail, young Cyrus McCormick was obtaining a patent on a machine that would cut grain. The actual year of the patent was 1834, which you will remember was even before Sam Houston led the Texans to independence. For centuries the peasants of Europe had cut grain with a hand sickle. This slow process was used by the first American pioneer farmers, but McCormick's father had an idea that this process could be speeded





**The First Successful Reaper.** The first reaper was a crude machine, but the invention of McCormick did much to help conquer the frontier plains and river valleys. (Courtesy International Harvester Company)

up. The son, Cyrus, working on his father's ideas, finally worked out a practical solution.

The grain reaper of Cyrus McCormick was simple in operation. It was a wagon pulled by horses. On one side an arm moved to press the grain stalks back against a long cutter that extended out from the wagon close to the ground. This cutter had large saw teeth that moved back and forth by means of gears attached to the wagon wheels. McCormick spent many years improving his reaper. He spent just as many years convincing farmers that his machine would make harvesting so easy that one man could farm many more acres. The use of McCormick's invention, led to a great increase in the production of grain.

Farmers were generally slow to

accept new ideas, but eventually they began to buy McCormick's reapers. The young inventor now made a wise decision. About the time gold was discovered in California, he moved from Virginia to a small town in the West called Chicago. Here he started to make and sell his farm machinery. McCormick was wise enough to see that Chicago was located in a fine position to become a shipping center for much of the western country. Perhaps McCormick had enough imagination to look ahead and see the vast fields of grain beyond the Mississippi that would be cut and harvested by his machinery. Perhaps he could imagine the miles of waving golden ripe wheat and future Americans proudly singing: "O beautiful . . . for amber waves of grain."





**The Western Stagecoach.** For many years the stagecoach was the chief passenger and mail carrier of the frontier. (Courtesy Columbia Pictures)

### **Stagecoach. and Pony Express.**

During the years that McCormick was making farm machinery and homes were being established in such places as Iowa and Kansas, frontier communities were being established throughout the entire West. Soon the miner in the Sacramento Valley, the storekeeper along the Oregon Trail, and the Utah farmer began to wish they could get letters and supplies by faster means than the cumbersome prairie wagons. The stagecoach was the first answer to the problem of transportation on the frontier.

The stagecoach was generally pulled by six horses and seemed a marvel of swiftness. Mail and light express were carried on the flat coach roof over the heads of the passengers who were jolted around in the carriage beneath. The driver was perched high on the front seat, and beside him usually rode an armed guard with an "old reliable" Sharps buffalo gun in readiness. No longer did frontiersmen prime flintlock and ram powder and ball down a musket barrel. By this time the modern, copper cartridge had been invented.



For years the stagecoach was the principal means by which passengers made long journeys in the West. However, there came a day when the stage was replaced by the railroad as the main means of transportation between the Mississippi River and the west coast. Even then the coach continued to make many local hauls, particularly between railroad points and such settlements as mining towns back in remote places. Here the arrival of the stage continued to be the chief source of excitement for the lonely frontiersmen. The pioneers gathered at the little store of the community. Presently, off in the distance, a cloud of dust announced that the coach with mail and perhaps passengers was coming at last. The driver showed his skill as he swung his six horses on the run up to the center of the community where the townspeople were waiting. As he reached the general store and post office, he applied the brake to the coach and reined in his horses abruptly. The arrival of the stagecoach with a clatter, a shout, and a cloud of dust was an event of great excitement in those frontier days. However, both stage and the frontier were shortly to disappear from even the most distant corners of the West.

Shortly after the stagecoaches started making regular runs to the

west coast, a much faster means was found to carry mail over the frontier. In the year of 1860, a man by the name of Henry Wallace swung into the saddle in the town of St. Joseph, Missouri, and headed his tough pony west. On his saddle he was carrying bags of mail, and the destination of that mail was Sacramento in the far-away mining country of California. At the same time that this rider was starting for the West, another rider was leaving Sacramento. He was pressing his pony hard along the American River on whose banks California gold was first discovered. Thus was started the famous Pony Express.

The two men who had left St. Joseph and Sacramento each rode almost seventy miles. At about twenty-five-mile intervals the riders stopped briefly to change to fresh horses, and then continued on with the mail. Fresh riders and fresh horses were stationed along the long trail that, in general, followed the route of the old California and Oregon Trails. For two years these hardened riders and ponies carried the mail out to the Far West or back to Missouri. About five dollars would send a letter by this means over the long journey in the amazing time of ten days. When we contrast this time with the months that it took sailing vessels, and even covered





**A Pony Express Rider.** For a short time hardy riders and tough ponies carried the mail from Missouri to California. Then the telegraph and "Iron Horse" put them out of business.  
(Ewing Galloway)

wagons, to reach the west coast, we realize that speed had finally reached the frontier. The Pony Express riders had many adventures as they rode through ambushes of Indians and outlaw white men. But the mail went through regularly for a period of two years in spite of dangers and bad weather. Then the first telegraph wires reached the Pacific coast, and the Pony Express disappeared from the frontier.

**An "Iron Horse" Unites East and West.** The fastest stagecoach might carry passengers to the west coast in seventeen days. If freight were

to be delivered, it had to go by wagons, and that journey took many weeks. Ships carried freight very cheaply, but the journey around Cape Horn was 19,000 miles. It was clear to many people that a railroad must be built across the continent. However, many years went by before work was actually begun. It was a gigantic task to build a railroad in those days from the Missouri River to the Pacific Ocean.

The work of building the road was started during the days of the War between the States, about which we shall study in another book. While the North and South



were standing apart in war, the East and West were being brought closer together by a transcontinental railroad. The complete story of the western railroad could be a book in itself. It is an adventurous story that tells of many determined men who worked, planned, and spent money for a great many years trying to get this huge project under way. For example, a man by the name of Asa Whitney spent his fortune and a number of years of his life working to get the railroad started. Even though he was a businessman, Whitney was just as much a pioneer as the early trappers who roamed over this same wilderness. Said Asa Whitney, "I have undertaken this mighty work because I know someone's whole life must be sacrificed to it."

It is no wonder that the project was so difficult. The road was to be across hundreds of miles of prairie where Indians later made many raids against the strange "Iron Horse" that was to ruin their hunting grounds. Much of the road had to be built over mountains. We must remember that the construction men of those days had little modern machinery to dig road beds and tunnels.

The actual construction of the road turned into a thrilling race that was watched by the people of the nation. Two companies were

given the right to build the railroad. Because the expenses were more than any company could possibly afford, the government paid these companies sums of money called "subsidies." In addition, the government gave the companies much land along the railroads which the companies could sell to help pay the expense of building. There was a race between these companies to see which would get the greater share of these subsidies and this railroad land.

One company, called the Central Pacific, started at the western town of Sacramento. Leland Stanford was one of the promoters of this railroad. Later he built a great western university and named it after his son. The Central Pacific had a real job to do. Facing their engineers and the workmen, many of whom were Chinese, were the mighty Sierra Nevada Mountains. Great engineering tasks had to be accomplished before the road had crossed these mountains. Then work had to be carried on over the deserts of Nevada and Utah. The eastern company, called the Union Pacific, had equally difficult tasks to perform. This road, which was started at Omaha, was soon in the buffalo country. Bands of warring Sioux and Cheyenne Indians were adding to the difficulties of building a railroad across a wilderness.



The two roads met in the state of Utah in 1869. It was a great day for the nation when the ceremonies were held near the present city of Ogden. Telegraph wires that had put the Pony Express out of business, flashed the news to St. Louis, to Chicago, and to New York. Celebrations were held. The first transcontinental railroad was quickly followed by other important lines. Soon the Northern Pacific, the Atchison, Topeka and Santa Fe, and the Southern Pacific had laid bands of iron across all sections of the western wilderness. The romantic days of the "wild and woolly" West were rapidly coming to an end.

### *A CENTURY OF FRONTIER LIFE*

Another "in the Meantime." It is time in this story of our country to have another ". . . and in the meantime." While the hardy mountain men were trapping furs and fighting Indians, and while the covered-wagon trains rolled westward, much had been taking place in the established sections of our country. Of course, as settlements rapidly followed the frontier, many territories were being made into regular states. By the time Jed Smith crossed hot deserts to California, the twenty-fourth state, Missouri, had been admitted. In the year 1876, when the fierce Sioux

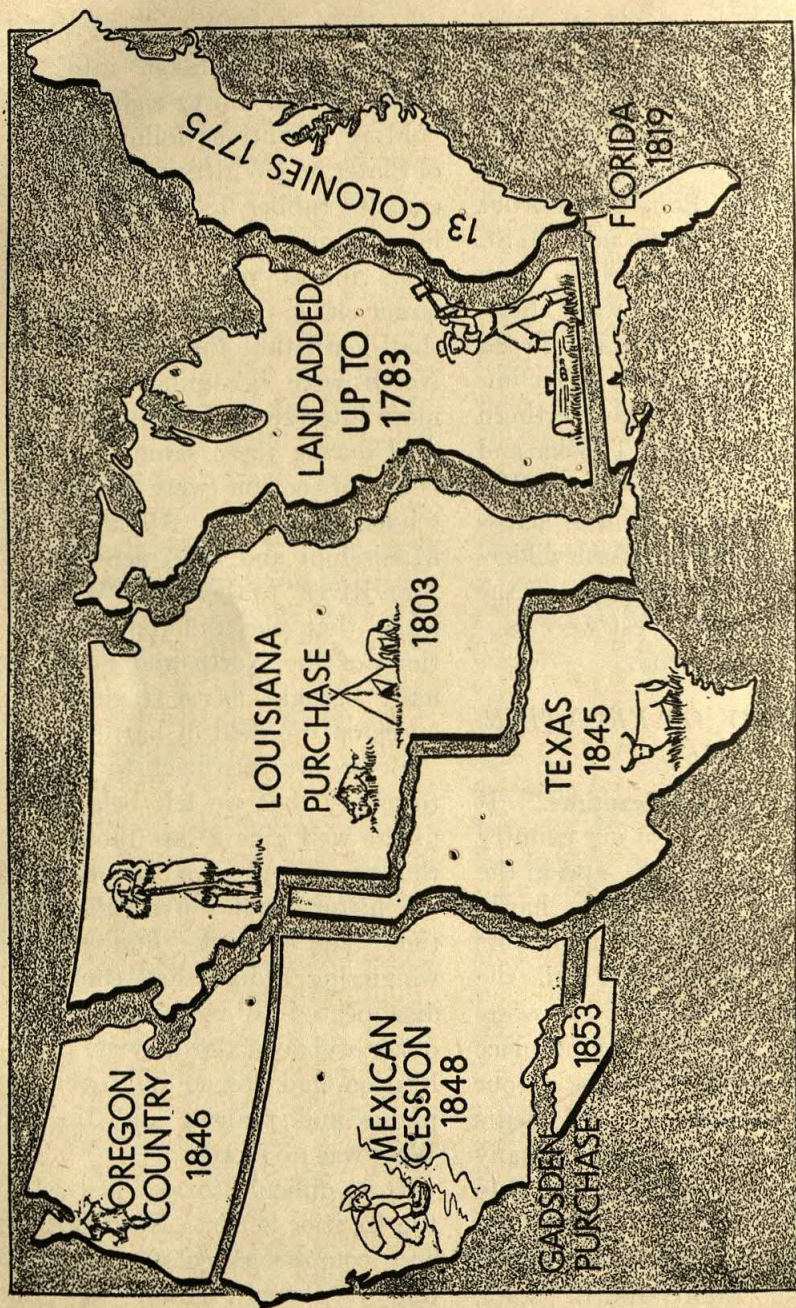
massacred Custer's troopers, Colorado was being taken into our Union as our thirty-eighth state.

More inventions followed those of Slater and Whitney such as vulcanizing rubber, 1839, and the sewing machine in 1846. More inventions meant more factories and larger cities. In our next book we shall learn that the people of the North were becoming more and more interested in manufacturing. And during these same years the fields of cotton were being extended down into Alabama and Mississippi and even across "Old Man River" to the west. We shall learn that the different occupations of the North and South finally brought us to tragic differences on the field of battle.

Before we turn back to pick up the story that we left behind, we might well give a last thought to that rough and romantic period of our history that we call the frontier. The explorers, hunters, and wandering Indians had come and disappeared to reappear only in our storybooks and movies. Civilization had spread out over the plains and prairies and the old West was no more.

It is difficult to say just when the frontier began. No doubt the first courageous colonial families that ventured inland to clear farms in the forests could be called frontiersmen. It is also difficult





**The Map Story of Our Country.** This map shows how we grew as the frontier moved westward. Our little nation started in 1783 with most of the land up to the Mississippi River. The other additions came rapidly during the first half of the nineteenth century.



to say when the frontier ended. Old Daniel Boone thought the frontier was gone in 1795 when he had to get out of Kentucky to find elbow room, but we know there was much frontier history to follow after Boone. The frontier of the United States lasted about one hundred years. For convenience we will say that our frontier began about 1775 and ended about 1875. Keep in mind that these dates are "just about." In order to review quickly the events of that century we will divide it into periods of twenty-five years.

#### **The First Frontier, 1775 to 1800.**

Some people will argue that the frontier started long before 1775, with the Long Hunters and the Carolina settlers. But 1775 is a good date to think of in connection with the frontier. It is the date of the beginning of our War for Independence, and in that same year pioneers began the first frontier settlement of Boonesborough. The campaign of George Rogers Clark extended our frontier westward. The treaty following the war gave us our frontier as far as the Mississippi River. In this quarter century, 1775 to 1800, Tennessee and Kentucky had not only been explored and settled, but had actually been admitted as states of the Union. The first frontier to the Mississippi River

had been well explored and much of it actually settled.

#### **The Frontier from 1800 to 1825.**

The second quarter of our frontier story was packed with adventurous history. Lewis and Clark made their historic journey to the Pacific, following Jefferson's purchase of the Louisiana territory. Settlements followed rapidly in the Ohio Valley, and the noble red man, Tecumseh, rose to defend his people. Out beyond the Mississippi the mountain men were rambling over the plains and Rockies. Settlers were crossing into the Mexican state of Texas to join the colony of Stephen Austin. Missouri was admitted as the first state west of the Mississippi. The Santa Fe Trail was opened. In the meantime, many thoroughfares for freedom were following the frontier, such as the National Road and the Erie Canal. With the population that went westward many states were being formed from Ohio to Alabama.

**The Frontier Marches on, 1825 to 1850.** The last half of the frontier opened with just as much adventurous action as had gone before. Jed Smith began this quarter century with his southwest trip to California. Other trappers had found a pass in the Rockies through which the prairie schoon-





**The Star of Alaska.** This square-rigged vessel brings back memories of romantic bygone days that disappeared with the frontier.  
(Ewing Galloway)

ers could be driven and the procession of covered wagons started for Oregon and California. The Mormons settled the desert land of Utah. During the same years, Sam Houston led the Texans in a revolt against Santa Anna, and later this vast land was added to our country. With the end of the war with Mexico, great tracts of land in the southwest were added to the Unit-

ed States. Then gold was discovered in California, and a real stampede started for the West!

**The Frontier Disappears, 1850 to 1875.** The last quarter of a century of the frontier saw the disappearance of most of the old wild West. Mining rushes stampeded over most of the Western states. The endless cattle ranges were broken



up, and farming machinery helped many pioneers develop a western home. Men rode the Pony Express for a few short years, and then the telegraph replaced the tough ponies. Presently a railroad crossed the plains and mountains. There were a few last Indian uprisings, an occasional stagecoach was held up, a few cattle rustlers were captured and hanged. And then the adventurous, turbulent, "wild and woolly" West settled down, and civilization took over.

**Out of the Frontier Comes Another Great Leader.** When we read about Andrew Jackson, it was said that he was very much like the frontier, rough and crude but at the same time resourceful, strong, and brave. The frontier was rough indeed, yet from the crude life of frontier people came some of the finest men of our history. Think of a true picture of a frontier cabin scene that should be in the memory of every American. This picture was much like the thousands of pioneer homes from Boonesborough to the first log cabins of Oregon. This particular cabin was in Kentucky. The year 1809 tells us that this land was still "out on the frontier." A single, tiny window and a door hung from leather hinges were the only openings in the small, one-room hut. The floor was of hard-packed earth, and the

beds were made of poles covered with leaves and animal skins. A handmade table and three-legged stools were the only furniture.

Yes, this Kentucky cabin of the frontier was rough and crude, and equally rough was the hard life of the people who lived there. There was nothing of art or music. There was little of science or invention to brighten these pioneer lives. There was little or nothing to read. Yet in this same cabin in the frontier year of 1809, to Thomas and Nancy Lincoln, was born the boy Abraham.

Abraham Lincoln grew up as a frontiersman. The crude frontier life gave Lincoln strength and physical courage. To this he added by his own efforts, the education that the frontier could not give him. In the same fashion, education came finally to many of the men and women of the frontier. The crudeness and roughness of pioneer life disappeared, but the strength and vigor of the pioneers remained. This was the great contribution of the frontier in developing our people of today.

The reference to Abraham Lincoln brings us to the point in our country's story when sectional differences finally led to serious difficulties. Jefferson had worried for fear the differences of the East and the Far West would cause those two sections to drift apart into sep-





**The Mount Rushmore Memorial.** Four great Americans who helped establish *Freedom's Frontier*: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.  
(Ewing Galloway)

arate countries. However, it was the differences between the North and South that had been developing during frontier days that were to bring our nation's darkest hour of grief and despair. It was the frontiersman, Lincoln, who brought us together finally into *One Nation, Indivisible*. We shall study that part of our country's story in the next book.

#### **Landmarks of the Old Frontier.**

As we leave the story of the frontier, the last word should be a hope that every American can some day see at least some scenes of frontier history. Some of us may stand in

Cumberland Gap and gaze, as the pioneers once did, over the land of Kentucky. Others may go down the Ohio and the Mississippi rivers and recall the bygone days of flatboats. Some of us may drive in automobiles over modern highways that go along the routes of old, historic trails. Perhaps some may be fortunate enough to drive an automobile "From sea to shining sea" and follow the path of the entire westward march of the frontier. Such trips will mean much to us if we can think back to covered-wagon days and recall the events of history about which we have studied.



Perhaps many of us may drive over highways where once the covered caravans plodded the old Oregon Trail. Such Americans would be very fortunate if they could turn north in Wyoming, up toward the region in southern Montana where Custer's men made their stand on the Little Big Horn. Then driving to the east again, these Americans will behold the Mount Rushmore Memorial in the Black Hills of South Dakota. If you will look at the photograph on page 420, you will see the four great Americans who were thought worthy to be placed on this everlasting granite monument. All four men played a very great part in establishing *Freedom's Frontier* in this Western World.

There is Washington, who was one of the very first men to survey frontier lands and fight in frontier wars. There is Jefferson, who bought vast western lands and who gave much thought to problems of the frontier. Next in the group is Theodore Roosevelt, who, during the last days of the frontier, went to find health and vigor on a cattle ranch not far distant from this very scene. There is Abraham Lincoln, born in a frontier cabin, a man of the common people of the frontier, who was in every sense a frontiersman. Truly the frontier has played a mighty part in the story of our land of liberty.

### Freedom's Frontier Is Established.

*Freedom's Frontier* had been established during the years about which we have been studying. There were still many problems to solve and many new frontiers to conquer. There were still many things to be done before every American was to have the right to life, liberty, and happiness that had been included in our Declaration of Independence. There were still many strange frontiers which modern pioneers were to explore, frontiers of science and invention.

Explorers, frontiersmen, and pioneers had done their work well. A new Western World had been found, explored, and settled. These people had established one kind of a frontier—the frontier of adventure in a new, strange land. Even more important, these forefathers of ours had conquered another kind of frontier. For they had created a new Constitution under which people could live and work in freedom, a new kind of government where citizens could worship, study, speak, and vote without fear of oppression. A nation had been founded where all of us can be thankful for blessings, but need not be afraid to admit weaknesses that need to be corrected. Truly in every respect our country had become what pioneers and patriots had hoped to establish, *Freedom's Frontier*.



## SOME IMPORTANT PEOPLE OF THE FRONTIER

- |                            |   |
|----------------------------|---|
| <i>George Washington</i>   | One of the first men on the frontier; surveyed in Shenandoah Valley, 1748; in the Ohio Valley in 1753-54. |
| <i>John Finley</i>         | One of the first Long Hunters who found Kentucky in 1767.   |
| <i>Daniel Boone</i>        | Hunted in Kentucky in 1769. Started Boonesborough in 1775.  |
| <i>Rebecca Boone</i>       | Don't forget the wife of this frontiersman, who also went into the wilderness.                            |
| <i>James Robertson</i>     | Settled in Watauga in 1771. Organized party to Tennessee in 1779.   |
| <i>John Sevier</i>         | Famous frontier Indian fighter. First Governor of Tennessee.  |
| <i>George Rogers Clark</i> | Captured British forts in West in 1778.   |
| <i>Thomas Jefferson</i>    | Purchased Louisiana in 1803. Always interested in frontier.   |
| <i>Meriwether Lewis</i>    | } Conducted the most famous of all western trips of exploration, 1804-06.                                 |
| <i>William Clark</i>       |   |
| <i>Elizabeth Houston</i>   | This brave mother moved her family to the frontier in 1806.   |
| <i>Robert Fulton</i>       | Steamboat <i>Clermont</i> made successful run in 1807. Great help to frontier.                            |
| <i>John Jacob Astor</i>    | Promoted fur business. Founded Astoria in 1811.   |
| <i>Stephen Austin</i>      | Colonized Texas with Americans in 1821.   |
| <i>William Ashley</i>      | Led frontier fur expedition in 1823.  |
| <i>DeWitt Clinton</i>      | Promoted Erie Canal which was completed in 1825.  |
| <i>Jedediah Smith</i>      | Leader of mountain men. Discovered routes to California in 1826.  |
| <i>James Bridger</i>       | Another famous mountain explorer. Hunted over the Rockies.  |



<i>Andrew Jackson</i>	A frontiersman who became President in 1829.
<i>Marcus Whitman</i>	} Two missionaries who helped develop the Oregon Territory.
<i>Narcissa Whitman</i>	
<i>Sam Houston</i>	A soldier and statesman who fought and worked for Texas.
<i>John Sutter</i>	Had a settlement in California where gold was discovered.
<i>John Bidwell</i>	Led settlers to California in 1841.
<i>Brigham Young</i>	Led Mormons to Salt Lake in 1847.
<i>John C. Frémont</i>	Made maps of the routes to the West.
<i>Kit Carson</i>	A famous scout who showed Frémont the way.
<i>James Polk</i>	Eleventh President. Added much western land to the United States.

## WORKING WITH HISTORY AND GEOGRAPHY

### 1. All-time All-Americans of Frontier Days.

Daniel Boone	Narcissa Whitman	Jedediah Smith
Meriwether Lewis	Tecumseh	Andrew Jackson
William Clark		Sam Houston

When you have had opportunity in later years to study more about this period, you will probably want to add to your all-American list such great names as James Polk, Stephen Austin, etc. You could probably have some lively arguments whether Jed Smith should represent the western trapper-explorers or whether Davy Crockett, Kit Carson, or Jim Bridger should be selected.

**2. Magazine Article.** In a magazine article describe what your own community was like when it was part of the American frontier.

**3. Time Line.** Make a time line similar to the one on page 437. Include what seems to you to be the ten most interesting frontier events. Be sure to put each in its proper place.

**4. Committee Report.** A committee of three might plan a series of floor talks on mining towns. The first speaker might tell about the early mining towns, the second might explain how mining is carried on today, while the third could describe the fascinating ghost towns (old mining towns that are now abandoned). Perhaps some pupils in your class who have visited these places could do this activity especially well.



**5. Picture Map.** Make a picture map titled *Treasure Hunt* in which you show the stampedes of people seeking gold and silver in the mining districts of the Rocky Mountains and the West.

**6. Program of Cowboy Songs.** Prepare a program of authentic cowboy songs. Perhaps your librarian and music teacher would be willing to help you. Some pupils may have records of these old songs. Be sure that they are really the songs that the cowboys sang. You might include several modern cowboy songs at the close of your program, being careful to explain that they are modern.

**7. Radio Skits and Bulletin-board Display.** Prepare a series of radio skits describing early cattle raising when the frontier was truly wild. Tell about equipment, long-horned cattle, early Mexican ponies, fights with cattle rustlers, roundups, and brandings. Use pictures or drawings to decorate bulletin board which class members may view after program.

**8. Illustrated Floor Talk.** Borrow from your library a group of prints of Frederick Remington's paintings of the frontier. Find out all you can about him and his work. Show the prints and give a floor talk reporting your findings. Put prints of Remington's pictures on a bulletin board and permit class to study them after you have given your report.

**9. Interview and Report.** Interview your librarian on the subject of Will James, an artist-cowboy who became a writer of cowboy stories. Bring to class volumes of his books. Report your findings to the class and let class look over books.

**10. Exhibit, Bulletin-board Display, Reports.** A committee might prepare exhibits, bulletin-board display, and reports on the crafts of the Hopis and Navajos.

**11. Quiz.** Prepare a class quiz on people of the frontier. See page 441.

**12. Frontier Costume Models.** Dress dolls to represent different characters of the frontier such as cowboys, pathfinders, pioneer women, etc.

**13. Parade of the States.** Although all of the states had not entered the Union by the close of the frontier period, during this time most of them had entered or were getting ready to enter. Have a committee prepare a large flag of paper using crayon or paint for red and white stripes and blue field. Cut forty-eight white stars; label each with the name of a state and the date when it entered the Union. Have committee members select groups of states for reports. Cover such topics as when state entered, from what territory it was carved, from what country and under what conditions territory was acquired, nationality of people who settled area. As each report is given, pin star into position on flag.



**14. Pictorial Product Map.** Have a committee draw a large map of the United States. Cut states apart; mount each on lightweight cardboard. Divide states among members of committee. Each member may letter name of state and draw pictures of products and industries of state in proper locations. Reports may be presented giving the important points about each state. Include the state flower and the nickname of the people from each state. As each report is given, state may be attached to its proper place on wrapping paper background which has been colored and should have the following areas labeled: Atlantic and Pacific oceans, Gulf of Mexico, Great Lakes, Canada, Mexico.

**15. Model, Drawings, Stories.** Make a model of a clipper ship. If you prefer, make drawings labeling the different parts of the ship. Many interesting reports might be given on this American "darling of the seas." You might like to find out more about the men who designed and built the clippers, the special voyages and races that were held, comparisons of records made by clippers with records made by ships of today, etc.

**16. Color Map.** Draw a map of the United States. By means of different colors show the original thirteen states, the Northwest Territory, Louisiana Purchase, Florida Purchase, Spanish territory, and unclaimed territory. Make a key for your map. Illustrate with appropriate pictures if you wish. Perhaps you might think it a good idea to put date when each territory was annexed to United States.

**17. Oral Time Line.** A committee of five might write and present a skit titled "The Frontier Marches On." Each pupil might select one period of twenty-five years of the frontier: 1775-1800, 1800-1825, etc. The important frontier events for that period should be briefly summarized and a few important events that were occurring at the same time in the eastern part of the United States should be included.

**18. Book List and Report.** Work with a committee to make a list of books with a frontier setting. These lists may be left with your teacher for other classes or presented to the library. Write a brief review of each book. For example: *Children of the Covered Wagon* by M. J. Carr tells of the dangers and exciting adventures of a trip in a covered wagon from Missouri to the Willamette Valley of Oregon in 1844. The story is told from the point of view of the boy, Jerry Stephen, his cousin, Jim, and the doctor's daughter, Myra Dean.

**19. Class Scrapbook.** Don't forget the class scrapbook you started during your work with the explorers. (See page 430.) Perhaps you can add articles and advertisements that apply to the frontier.



**20. List of Place Names.** Have you any place names to add to the list that you started while you were working with your unit on the colonies? (See page 56.)

**21. Titles for Americans.** During your work on the colonies you started a list of Titles for Americans. Are there any in the frontier period that you think should be added?

**22. Current Events.** Are you keeping up your interest in current events? Perhaps you should again look at page 430 for different ways of presenting this interesting current history.

**23. Stamp Exhibit.** Have you held your Stamp Exhibit and discussion for this unit? Maybe you would like to hold a Stamp Fair showing outstanding stamps commemorating all of the periods of history you have studied.

**24. Motion-picture Casting.** If you were planning a moving picture featuring important historical characters from the frontier period, what actor or actress would you select for each role? Write a cast of characters and have a time when the members of the class may compare their lists.

#### A List for Oral Reports, Review Quizzes, and Vocabulary Drills.

Yankee clippers  
Donald McKay  
Suez Canal  
"Iron Horse"  
ghost towns  
stampede  
cowboy  
longhorns

vaquero  
chaps  
branding  
Audubon  
exterminated  
prospectors  
General Custer

reservations  
homesteaders  
Cyrus McCormick  
Pony Express  
ambush  
Asa Whitney  
subsidies  
rustlers



## Working with History and Geography

There is no more important task for any American than to learn the story of our country. In doing a good job of learning, however, most of us reach a point where we have read about people and events long enough. It is then necessary for us to stop reading and to do something about those facts and ideas if we want to learn them really well. This chapter is about various ways in which we can work with history and geography in order to learn better and remember longer the important things we have studied.

Doing something about history doesn't necessarily mean making something. Our first and most important suggestion is to take time at the end of each chapter and unit to think and discuss the main ideas of that section. The good history student will find plenty of important ideas to discuss: the persistence of the explorers, the dangerous lack of unity among the colonies, the ideals of freedom in our Constitution, and the courage of the frontiersmen. Above all else we should learn well how ideals of liberty and freedom developed in this New World of ours.

There are many ways to work on the facts and ideas of history. Each of you should find some activity that you like to do: panel discussions, drawing history time lines, arranging patriotic programs, or putting on a radio quiz. However, don't get the idea that all work can be done this way. Everybody has to have much drill on things that are to be learned well. An airplane pilot, a nurse in a hospital, a blocking half-back, and you, as you study history, all have to drill hard. If all work can't be fun, it is just as true that hard work does not need to be unpleasant. The very wisest and happiest people of the world are those who find pleasure in working hard at the job at hand, so that they have the satisfaction of doing that work well.

In the following pages you will find a number of ways in which students of your own age worked on activities after they had studied the chapters of *Freedom's Frontier*. Some of the work that they did is re-produced so that you may get a better idea of how to make such things as illustrated maps, travel folders, and time lines. As you study these activities, you may find many ways that you, too, will enjoy working with history and geography.



**1. Outline.** One of the best ways to prepare either a written or an oral report for your social studies class is to organize your material in the form of an outline. Outlining is arranging ideas according to a pattern. Each idea is expressed in the fewest possible words.

In a good outline, the most important ideas are farthest to the left under the Roman numerals. The most important examples are indented to the right and marked with capital letters, as *A, B, C*, etc. Arabic numerals are used to indicate examples under the capital letters. Lower-case letters, *a, b, c, d*, carry the pattern into the next step. Follow these same steps when you develop your next important idea under the Roman numeral II.

Following is an example of an outline for a report on Sir Francis Drake. The pupil who prepared this outline found the additional material in an encyclopedia.

### Sir Francis Drake

- I. Early life
  - A. Born Devonshire, England, about 1540
  - B. Educated under direction of Sir John Hawkins
    - 1. Hawkins, famous English Sea Dog, his cousin
    - 2. Drake's thoughts drawn to life of adventure at sea
  - C. Served apprenticeship on coasting vessel
  - D. Accompanied Hawkins on slaving voyage
- II. Exploits against Spanish
  - A. Disaster at Veracruz
    - 1. Lost heavily in ships and goods
    - 2. Determined to pursue Spanish relentlessly
  - B. Privateer
    - 1. Made three successful voyages to New World
      - a. Plundered Spanish settlements
      - b. Destroyed Spanish ships
    - 2. Made march across Isthmus of Panama
  - C. Circumnavigation of world
    - 1. Passed through Strait of Magellan
    - 2. Plundered Spanish settlements in Peru and Chile
    - 3. Claimed California for Queen Elizabeth
    - 4. Crossed Pacific and Indian oceans
    - 5. Reached England nearly three years after setting out
  - D. Crowning honors received in war with Spain (1585)
    - 1. Led expedition to Cadiz, Spain
    - 2. Served as vice-admiral in fight with Spanish Armada



## III. Later life

A. Mayor of Plymouth, England, 1581-1585

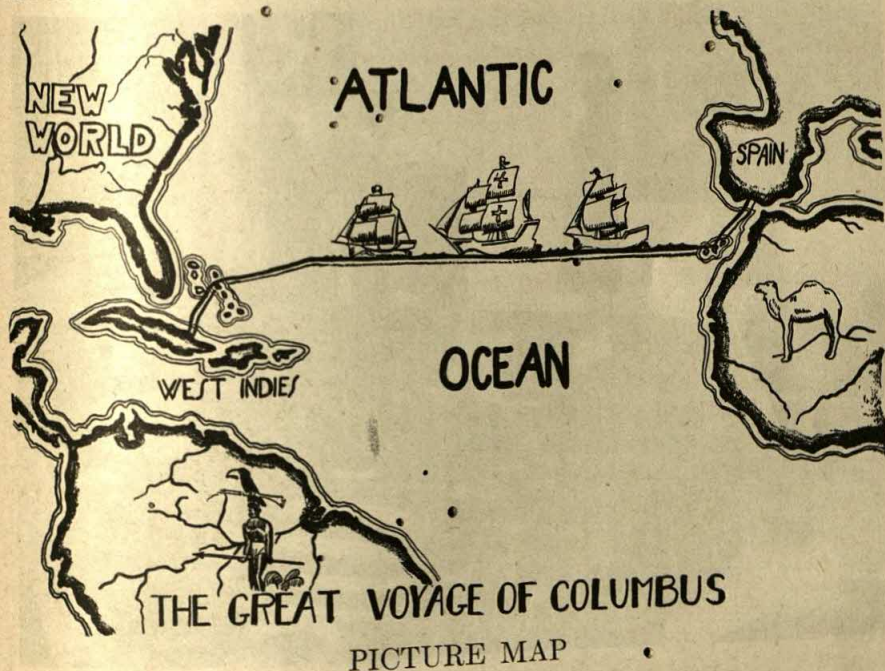
B. Died 1596 on voyage to West Indies

## IV. Importance of his work

A. More than any other person, helped break sea power of Spain

B. Set England on way to become Mistress of Seas

After you have studied the above outline, prepare one of your own as directed. You might find it a good plan to place your outline on the board before you give your talk. In this way the members of your class can follow the outline as you speak.



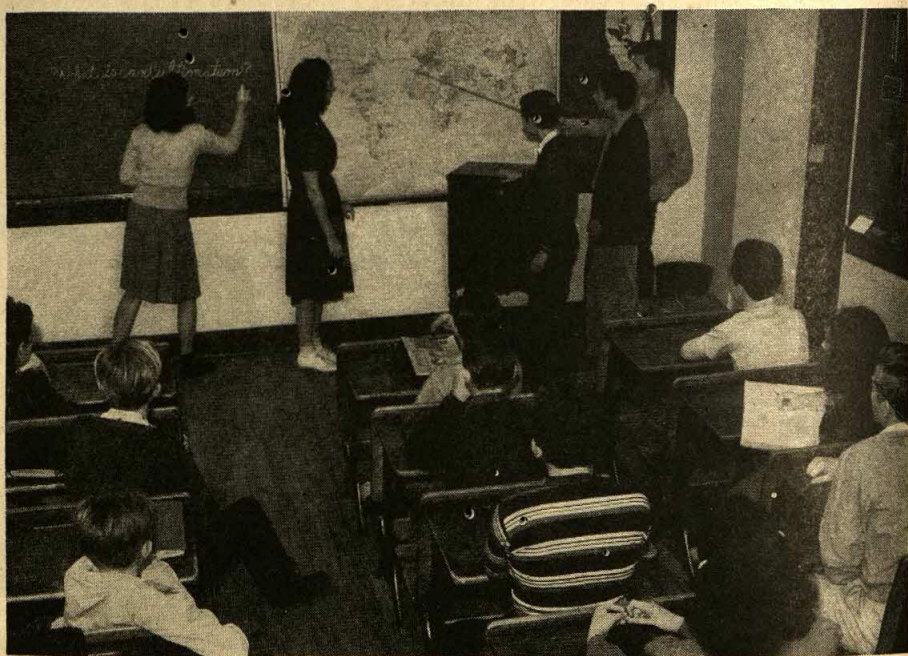
• 2. **Picture Maps.** The old saying, "One picture is worth a thousand words," is surely true if one can judge by the success of the many pictorial magazines and illustrated books of today. Many modern books contain picture maps. However, these picture maps are more than mere decorations. Study the map on this page which was made by Richard Hahn. The first thing to consider is the title, for this will tell you what the map is attempting to show.

Notice that Richard drew very simple symbols and that the caption is short and clear. One thing to avoid when making a picture map is overcrowding.



After you have studied Richard's map, use what you have learned in making your own picture maps.

**3. Scrapbook of Historical Clippings and Advertisements.** An interesting activity that may be carried on throughout the year is a class scrapbook of historical clippings and advertisements. You will have no difficulty in finding articles referring to historical material. You will also find many advertisements using historical pictures and names. The pasting and lettering may be in charge of a committee, but everyone in the class should bring in contributions for the book.



### CURRENT EVENTS

**4. Current Events.** Perhaps you will enjoy your current events periods more if you use various methods to study and present them. Following are a few ways of learning more about history in the making that some classes have enjoyed and found profitable.

*Current Events Map.* A large map of the world is placed on the bulletin board. The most important events of each day or week may be clipped from the newspaper or briefly summarized by the pupil if the news was heard on the radio. After brief oral reports, pupils put articles on bulletin board neatly arranged around the map. By means of string



and pins, each article may be attached to its geographical location. Bulletin maps are a strong aid to memory.

*Learning Critical Analysis.* Several pupils may be assigned to listen to different radio commentators discuss some important event of the day. By means of oral reports, the commentators' interpretations may be compared and discussed.<sup>6</sup> This may be done with articles about the same event in different newspapers and news magazines.

*Question-box Quiz.* After reading or listening to radio news broadcasts, pupils may make brief reports orally to the class. Each pupil who reported could drop into a question box several questions which were answered in his talk. The chairman might call upon members of the class to draw questions from the box. Each pupil must answer the question he draws. If teams are chosen and scores kept, this is more like a game.

*Dramatizing Current Events.* Important current events may be dramatized by groups. This may be varied by having groups enact current events in pantomime and permitting the class members to guess what event has been enacted.

*Words in the News.* Words and phrases which appear in the news may be discussed by the class and a list kept by each pupil in his notebook. The pupils might star those which they think will become a permanent part of their vocabulary.

*Viewing the News through Cartoons.* A collection of cartoons from which the captions have been cut may be placed on the bulletin board. Each cartoon should be numbered. Allow a short time for each pupil to put numbers down the side of his paper that correspond to the numbers on the cartoons. Then the pupil may write his own captions. A class discussion could follow at which time the meaning of the cartoons could be discussed and the best pupil captions selected. Then the chairman might read the cartoonists' captions aloud to the class.

*Tracing History in the News.* Each member of the class might select some appropriate topic from the period of history which is being studied and see if he can find references to it in the news of the day. Such topics as the tariff, income tax, foreign relations, etc., are worth while.

*Baseball Game.* Our national game has been used by many classes to drill upon spelling, mathematics, etc., and we may use it in current events periods with equal interest. Divide the class into two teams, each with a captain. Each captain chooses a pitcher and a catcher. Then arrange the players as they would be on a baseball diamond and follow the regular rules. The current events ball is thrown when the pitcher asks a question. The batter attempts to hit by answering the question. When there are two strikes (wrong answers) against the batter, the catcher may answer. If the catcher's answer is correct, the batter strikes



out. If the batter makes his hit, he goes to first base and gains one more base on each correct answer. After three strikes (wrong answers) he is out and the other side is up to bat. It is well to choose an outstanding class member or the teacher as umpire.

*Testing Current Events Information.* Radio quiz programs may serve as models for testing groups on current events. Such programs as "Information Please" and the various round-table discussions are fun to use as types.

*Dinner-table Discussions.* Perhaps your teacher will give you extra credit for home discussion of current events. If you find an opportunity to use your knowledge of history in a dinner-table discussion, make a report to the class.

**5. Working with Maps.** *Learning the Language of Maps.* We can learn a great deal by studying a map. However, we learn more from maps when we understand their language. Many things may be shown by means of maps, but the two most common types of maps are physical and political. Sometimes the two are combined in one map.

A political map shows the division of a continent into countries, or the division of a country into states. It also shows cities, towns, etc. Usually the size of the type used for the name of a city gives some indication of the size of the city itself.

A physical map shows such things as rivers, lakes, plains, hills, mountains, etc. Color is the key here. These maps shade from green (the lowest altitude) to brown or reddish brown (the highest).

If we place a map directly in front of us, the top is always north, the bottom, south, the right side, east, and the left side, west.

Maps include a scale of distance and by using a ruler one can find out how far it is from one place to another. Many games may be worked out. Some classes have found it fun to have races. These are done by the chairman asking, "How far is it from New York to Philadelphia?" The first pupil to find the correct distance wins that lap of the race. The winner may then ask a question. Sometimes it's fun to score teams on this and see which wins the race in the long run. This game may be varied by asking such questions as, "Can you find two cities that are the same distance apart as Chicago and St. Louis?"

*Learning to Use an Atlas.* An atlas is a book of maps. Usually the correct pronunciation of place names is given in the index. If you know how to use an atlas, it is easy to find any location readily. In the index are listed all of the places shown on the maps. Opposite each place name is a page number and often another number and a letter. The page number tells you on what page to look to find a map showing the place



named. On both sides of the map you will find one of the letters or numbers listed in the index. At the top and bottom of the map you will find the other letter or number. By running your finger from the number or letter on the left to the same letter or number on the right, and then doing the same from the letter or number at the top to the corresponding letter or number at the bottom, the imaginary lines you have drawn will cross at the point where the place desired is located.

In some indexes latitude and longitude for each place are given. In such atlases, find latitude and longitude mentioned; the place where they meet will be your location.

*Making Physical Maps.* There are a number of ways to make attractive physical maps which will show mountains and valleys. Here are some recipes for materials that have been tested and found satisfactory. Always use thick chipboard as a background; then your map will not warp. A, B, and C are salt and flour recipes.

A. 2 cups salt	B. 1 part flour	C. 2 cups flour
1 cup flour	1 part salt	1 cup salt
1 cup water	1 part cornstarch	1½ cups water
	Water to desired thickness	

Mix thoroughly and mold to desired shape. If you wish to color, apply poster paint after map has dried.

Some people prefer papier mâché. Maps made from this material are especially attractive. The recipe follows: To make the pulp, tear or cut paper into small pieces, pour boiling water over the paper until it is saturated, and beat on a washboard until it forms a pulp. Put one cup of this pulp into a pan, and mix thoroughly with ½ cup water, 1 cup liquid glue, ½ cup boiled linseed oil. Add whiting or pulverized gypsum for strength. Keep mixing until you have 3 cups of gypsum or whiting mixed in. Keep dry cloth over this material until ready to use. If it hardens, add hot water to melt glue. Mold to desired shape.

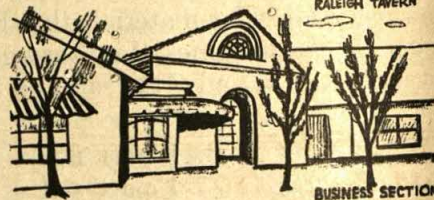
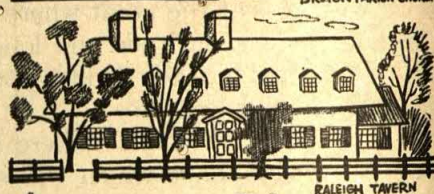
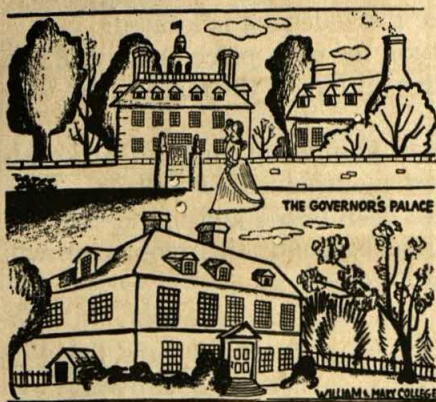
Marionettes and puppets, which you might wish to use in presenting history plays, may be made of this material. Consult any book on puppetry for more complete instructions.

*How to Enlarge a Map.* There are several ways to enlarge a map. Perhaps the simplest is by using squares. To do this, use a piece of tracing paper to trace the map which you wish to enlarge. Draw a boundary around your tracing paper map; then divide it into not less than six and not more than twelve squares. Then draw, very lightly, the same number of squares upon the paper which you plan to use for your enlarged map. These squares will be larger than the ones on the tracing paper since your



**WILLIAMSBURG...**

In 1682, settlers from Jamestown founded Middle Plantation. For a while, it was the capital of the colony. Later it was called Williamsburg. Williamsburg was a very beautiful city in colonial times. So a modern American named Mr. John D. Rockefeller restored it as far as possible. Williamsburg is a town where peace presides over homes, churches, parks, theaters and even the business sections.

**TRAVEL FOLDER**

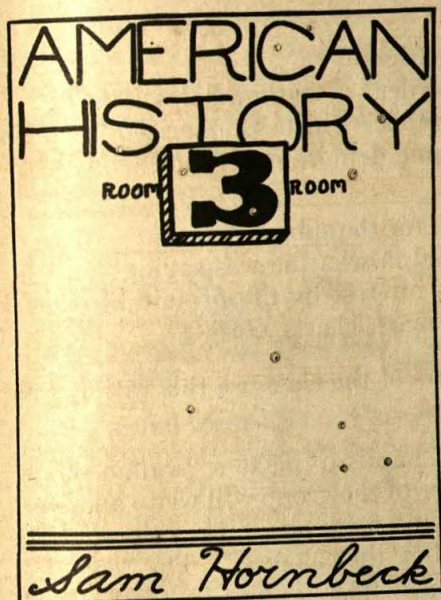
paper is larger. Place small-squared paper at left and large-squared paper at right in front of you and enlarge in proportion.

**6. Travel Folder.** A successful form of advertising used by many transportation companies and chambers of commerce throughout the world is the travel folder. These vary somewhat in size and general make-up. However, a travel folder usually consists of a piece of paper creased into several folds containing pictures and printed material describing the charms of some city, state, or country for a possible tourist. The travel folder shown on this page was made by Joan Kurland, a girl of your age. Joan read several references on Williamsburg, Virginia, and studied all of the photographs of this historic town that she could find before making her folder. Then she summarized her findings in her own words and drew pictures of the buildings which she considered especially interesting. She was extremely careful to keep her drawings accurate.

You may enjoy making a travel folder for many of the places about which you study in your history and geography.

**7. Notebook Covers.** When preparing a cover for your history notebook or workbook, it is well to remember to keep your cover in good taste. Use plain paper with simple capital lettering or a combination of lettering and a simple drawing. If you use a drawing with your let-





A



B

## NOTEBOOK COVERS

tering, make the lettering part of your design. On this page are two notebook covers made by pupils of your age which are outstanding for simplicity and good design. Cover A was made by a boy who had little art ability, but it is pleasing because of the exact spacing and neat, clear lettering. Cover B was drawn by a girl with real talent, who combined the picture with the lettering to make a pleasing design of the whole.

**8. Rating Scale for Floor Talks.** One worth-while activity for members of any history class is the preparation and presentation of floor talks on subjects related to your classwork. On page 428 we showed you an illustration of how to prepare an outline for an oral report. Your outline will help you to organize your material. In addition, the class should establish standards for oral talks. Sometimes these are called rating scales. Usually such scales are in the form of questions. Upon the answers to these questions may be based the degree of success which the report has achieved.

Following is a rating scale which members of one junior high school class made and found successful.

## I. Physical

Was his posture good?

Did he look at his audience?

Did he speak loudly enough? Distinctly? With expression?



## II. Organization

Did he have a good opening sentence?

Did he keep to his points in order? (Outline helps here.)

Did he have a good closing sentence which summarized his main points? Did he come to some definite conclusion?

## III. Interest

Was the talk the proper length for the subject?

Did the speaker seem interested in what he was saying?

Did the speaker increase class interest by use of suitable visual materials: pictures, objects, maps, charts, etc.?

In judging oral talks let the members of the class use this rating scale or one that your class develops.

**9. History Game.** Select a group of pupils to make a "walkie-talkie" time line of the colonies. Each member of the group will write and learn a short summary of the most important facts about his colony. The leader of the group might begin, "Calling the colonies." The "colonies" could march to the front of the room. The leader might then call, "1607." Jamestown, Virginia, would march to the head of the line and begin, "I am Jamestown, Virginia," and go on with the summary. All of the "colonies" would report in turn.

A variation of this game is for a group to make a large map of the colonies. Later the colonies may be cut apart. As each gives his report, he places his "colony" in the correct position on the wall. When the reports are completed, a map of the thirteen colonies is complete. Such games may be added to, indefinitely, by cutting out heads or printing name cards of Penn, John Smith, Bradford, etc., and placing on proper colony. Date cards may be used this way, too. See how many interesting geography and history games members of your class can originate.

**10. Radio Skit.** Most of us think of radios as instruments that furnish entertainment or information. Many of the best types of programs give us information and entertainment at the same time. We may apply this idea to radio skits that present history material. Some schools have regular radio equipment that enables a school to broadcast such a program to another class. In other schools imitation microphones may be made and used.

In either case it will be necessary for a pupil or a group to prepare a script, select and rehearse a cast of characters, and train a sound effects engineer. Perhaps a "research expert," such as national radio programs use, might be selected to judge the accuracy of historical and geographical material presented in the script.

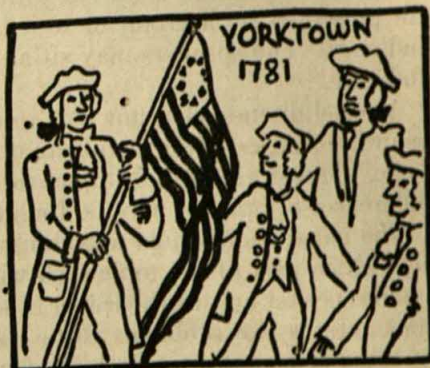
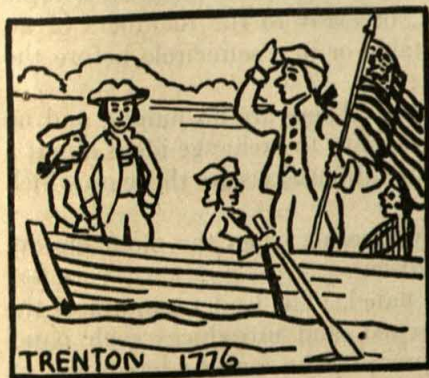


A group of pupils interested in this activity could prepare radio plays from time to time. It has been suggested that you start with a program comparing the education of colonial boys and girls with that of young people today. Make your conversation natural. Be sure your "research expert" approves your script.



**11. Pictorial Time Lines.** By means of time lines we can learn the order in which important events occurred. When they are illustrated, the pictures often help us to remember this order. There are many different types of time lines. On this page is one by Mary Jane Donegan who made a horizontal time line, dividing her line accurately with a ruler. She used two inches to represent one year on her original drawing. Therefore, when she wished to show the span of 1778 to 1781, she had to draw six inches since this period was three times as long. Of course her drawing is much reduced here, but the proportions are the same. Since she was showing engagements of the Revolutionary War, she had to select carefully what event to illustrate for each year. Then she consulted many books in order to make her sketches show things and costumes correctly. You may see on pages 312 and 313 vertical time lines drawn by a commercial artist. In time lines of this type you do not need to work out spacing mathematically.

**11a. Illustrated Pages.** Notebook pages may become more interesting and valuable by including original illustrations of events about which you





are writing. Ruth Maxwell, who made the drawings of the Revolutionary Period shown on page 437, did much research in order to be sure that costumes, people, settings, and events were pictured accurately. Since she was not making a time line, her drawings did not need to be in any special order.

**12. Committee and Panel.** A group of pupils working together on the same activity is known as a committee. It's more fun to work with others at times than always to work alone. We also learn many valuable things by working together. In order to do effective work, however, all committee members should understand what is expected of each member of such a group.

If the committee appoints you chairman, accept the responsibility and outline the plans for your group work clearly and completely. Listen to suggestions from all members, but make a decision and see that it is carried out.

If you are not the chairman, offer as many helpful suggestions as possible, but do not become angry if they are not followed.

Accept the tasks assigned to you cheerfully even though they are not what you would have liked. Carry them out as promptly and accurately as you can.

Be pleasant and courteous to all members of the committee whether you like or dislike them personally. Often during your life you will find it necessary to work with people whom you do not like, and here is your opportunity to get some good practice in this difficult "art."

Learn to disagree without becoming disagreeable. Such phrases as, "Perhaps you are right, but it seems to me, etc." or "I'm sure there is much truth in what you say, but I wonder if, etc." smooth many a wrinkle from committee work.

Keep your voice "sweet and low" so you do not disturb the class.

A panel discussion is one in which information and ideas on a topic are presented by a group of four, six, or eight to the members of an audience. The speakers may sit at a table or in a semicircle before the audience.

A panel discussion is not like a debate. There are no judges, and no one wins or loses. It is merely an opportunity to exchange ideas about a topic. Therefore, the best topics for panel discussions are those on which differences of opinion may be found.

The panel should hold a preliminary meeting when the members decide which part of the topic each will discuss.

One speaker acts as the leader of the panel. The leader announces the topic, states the problems to be discussed, and introduces each panel member as he speaks. Each speaker presents the facts he has found on



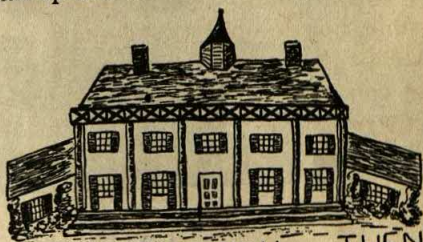
his topic and offers his interpretation of these facts. At the close of the panel, the leader summarizes the points made by each speaker. Sometimes the leader then invites members of the audience to take part in the discussion.

There are many good panel discussions broadcast over the radio. It might be well for you to listen to some of these programs to hear how they are managed.

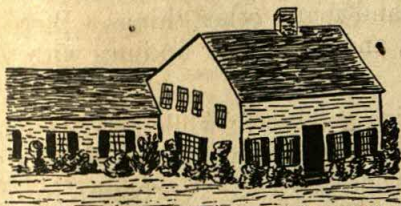
Plan and present some panel discussions in your class. Such a subject as religious tolerance (freedom of religion) might be suitable for one panel. Such colonial figures as Roger Williams, William Penn, and Lord Baltimore might be selected as outstanding examples of men who proved that people of different religions could live peacefully and happily as neighbors. One speaker might select freedom of religion today as his topic. He might explain what each of us can do to help to keep it as one of our great American freedoms. The leader of the panel might summarize the leading points made by all speakers.



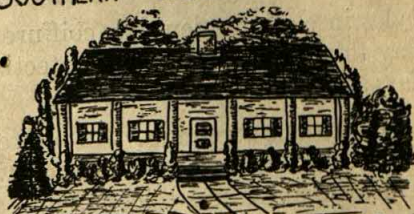
COLONIAL NEW ENGLAND THEN



SOUTHERN COLONIAL THEN



COLONIAL NEW ENGLAND NOW



SOUTHERN COLONIAL NOW

### COLONIAL ARCHITECTURE THEN AND NOW

**13. Seeing the Past in the Present.** Many people find it very interesting to observe evidences of the past in the everyday things about them. Barbara Manning, who made the drawing on this page of Colonial Architecture Then and Now, did this for houses. After looking at pictures of houses in colonial times, she began studying the homes in her neighborhood. She was delighted to find many architectural features that have come down to us practically unchanged. You may do this for furniture,





### PATRIOTIC PROGRAMS

styles in clothing, jewelry, coiffures, and many other things. Why not play this game of historical detective, and share your findings with your class as Barbara did?

**14. Patriotic Programs.** An interesting and worth-while activity which may be carried out in connection with your history will be creating and presenting programs to commemorate special days. A program for Flag Day, June 14, has been selected as an illustration of the general procedure. Organize and present this program to your class. From the suggestions for improvement offered by your classmates, rewrite the program and present it to your teacher or school librarian as the beginning of a permanent file of materials for special days.

The first step might be appointing a committee to plan the program. At the first meeting of the committee, the members should decide upon the different types of selections that would be most suitable and effective. Remember: All good programs have variety—something to appeal to the eye as well as to the ear, something to stimulate the mind and inspire the spiritual emotions.



Perhaps such general topics as music, poetry, pictures, and stories might be suggested. Assign each committee member the responsibility for finding detailed references of what material is available on the topic assigned to him.

The second committee meeting might begin with reports on these assignments. Now you are ready to discuss the reports and come to a decision upon what you will include. Then set different groups to work, each upon its own group project.

One person may be selected to write the continuity which the master of ceremonies will say or read. The program might begin with a salute to the flag led by a Boy and a Girl Scout from your class. This will give everyone a chance to participate. Then:

A poem about the flag (read or spoken from memory).<sup>1</sup>

A skit, play, or dialogue in which little-known facts about the flag are disclosed.

A song about the flag by several pupils who are members of the glee club.

A quiz (either oral or written) upon facts about the flag everyone should know. (Entire class takes part; everyone correcting his own paper if written.)

A poem by several class members (verse choir or each participant speaking one stanza).

A display of pictures or models showing the changes in our flag from the beginning up to the present.

A demonstration of how to display and handle the flag.

Singing of *The Star-Spangled Banner* by entire class.

**15. Bulletin Board.** The class bulletin board can be made a general center of interest if committees are put in charge and really plan the displays thoughtfully. Be careful not to crowd your material; consider margins and spacing. Material of the same type could be grouped together with a space left before the beginning of the next display. For example, if you were planning a display of materials for Jefferson's birthday on one part of the bulletin board and a regular current events display on another, the material should be separated by a space and plainly labeled. Pupils in charge of the display may letter signs or cut letters from colored paper and pin them above the exhibits. Bulletin-board displays should be changed frequently. (The bulletin-board display shown in the picture on page 440 was arranged by a committee for a patriotic program honoring Flag Day.)

**16. Quiz Contest.** It is fun to prepare a quiz clue contest using people from the lists at the ends of the chapters. The first clue should be



quite difficult, the second somewhat easier, and the third should give such common information that almost everyone should at once recognize the person. Score ten points if the person guesses correctly on the first clue, five for the second, but only two for the third. Allow one guess each for the first and second clues. A game may be organized if a number of the class prepare quizzes. The class may then be divided into teams. After a number of quizzes you might compare the scores of the teams. For example:

Clue Number One: He was a strong, handsome, and determined Englishman whose father was in the English navy.

Clue Number Two: He left England with a group of people who were being persecuted for their religion and bought the land on which his colony was established from the Indians.

Clue Number Three: He, with a group of Quakers from England, founded a state in which is now located the "City of Brotherly Love." The last part of the state's name means "woods"; the first part is his last name. (Answer: William Penn)

**17. Minute Biographies.** Minute biographies are thumbnail sketches of the lives of important historical characters. You may select names from the lists at the end of each chapter and add any others you may wish as you read your history. You may work by yourself or with a committee on this activity. Some pupils will like to select a group of important characters who have something in common such as Famous Military Leaders, Famous Pioneers, etc.

Consult at least two sources regarding the life of each person if possible. It might be well to keep a bibliography and include it at the close of your write-up or oral report. Try to find interesting facts that will make your people really live. Be sure to explain what the person accomplished that was important. Perhaps you can compare your character to a well-known modern figure in public life. Sometimes you might suggest what moving-picture actor or actress could best impersonate him.

If you are artistic, perhaps you might make sketches of each character.

A good class quiz can be made from this material gathered for Minute Biographies.

**18. Making Slides.** A permanent collection of maps and pictures to be used in history and geography classes may be accumulated by students making slides. Following are some methods that boys and girls of your grade have used successfully.

A. Use ordinary glass (sometimes called cover glass). Paint entire surface of glass with thin white poster paint. After it dries, trace whatever you want to show on it using carbon paper. Use a mimeograph

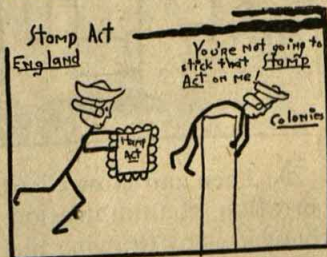
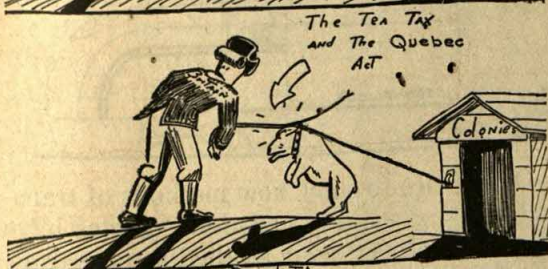


stylus to scrape paint off the lines of your map or picture. This slide may then be shown in a stereopticon machine.

B. Get etched glass (frosted) the correct size for your stereopticon machine. Draw your design for map or picture on glass with colored pencils. This gives lovely color effects. However, not quite so much light gets through so you will need a powerful bulb in your stereopticon.

C. Professional slide makers prefer to use Keystone View Peerless Glass. Color with Nicholson's Japanese Transparent Water Colors.

19. Cartoons. Many ideas may be presented more quickly and forcefully by means of cartoons than by any other method. On pages 143 and 198 you will see cartoons made by a commercial artist. On this page there are two cartoons made by pupils of your own age. Ernest Weckbaugh, who drew the first cartoon on the Causes of Revolutionary War, had some talent for drawing; Paul Robinson had no special talent, so he used stick figures. Study each cartoon and you will see that the drawing is simple. The dark and the light parts of the picture are



CAUSES OF REVOLUTIONARY WAR!

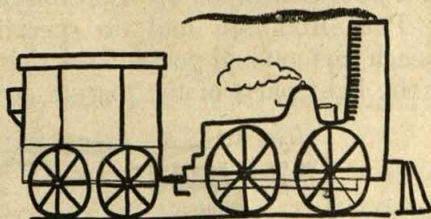


definite. The captions are short and clear. After studying these illustrations, draw a cartoon presenting your ideas about some problem in the chapters you have just studied. Put the cartoons on your bulletin board and ask the class for criticisms.

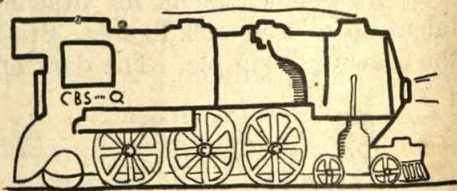
A good class project would be to collect modern political cartoons from newspapers. Make a display and then have class discussion. Which cartoons present the ideas of the artist strongly and convincingly? Are any of the cartoons bitter and unfair? Study the cartoons in your textbook on pages 251 and 260 drawn by a commercial artist.

## TRAINS THEN AND NOW...

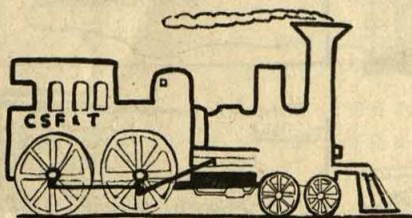
1830...



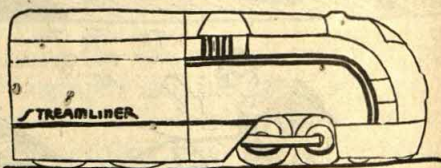
1915...



1870...



NOW...



**20. Then and Now Charts.** One device to show how methods of transportation, communication, and ways of making and doing things have changed is by drawing pictures of the object being studied showing how it looked at different periods of its development. Carol Jacobson selected Trains Then and Now as her subject for investigation. She studied all of the pictures she could find of trains from the earliest period up to the present. The chart which she drew shows the development of the engine. This can be done for many other things such as automobiles, airplanes, ships, methods of lighting, etc.

**21. Pictorial Charts and Graphs.** Probably the most effective method of presenting statistics (facts which can be stated in numbers) is by means of pictorial graphs and charts. You will see many such pictorial







*Statesmen's Yearbook.* Published yearly in England. Important facts about statistics of countries of the world.

*Who's Who.* Brief sketches of English people now living. Published yearly.

*Who's Who in America.* Brief sketches of living Americans. Published yearly. Index in front arranged by city and state.

*Fogg's One Thousand Sayings of History.* Explains circumstances during which famous historical sayings originated.

*Reader's Guide to Periodical Literature.* Index of about one hundred magazines. Saves time in locating material in current magazines or in bound volumes of magazines from past years. Both titles of articles and authors' names are arranged alphabetically. A list of magazines from which articles are listed and a key to abbreviations appear in the front of each volume. Published monthly. It is necessary to understand how to read the titles. Study the sample below, which is explained. From this explanation you will be able to make use of this valuable guide independently.

Here's how the title would appear in the *Reader's Guide*:

#### Air Lines

Trail blazed for Atlantic air lines. il diag *Pop. Mech.*  
68:552-3 O'37

Here is what this title means:

An article illustrated by a diagram on the title given appears in *Popular Mechanics*, volume 68, pages 552 and 553, the October, 1937, number.

Sometimes when you look up a subject you find a reference like this:

**Aircraft carriers.** See Airplane carriers.

This is called a cross reference because you are referred to another title under which your material will appear.

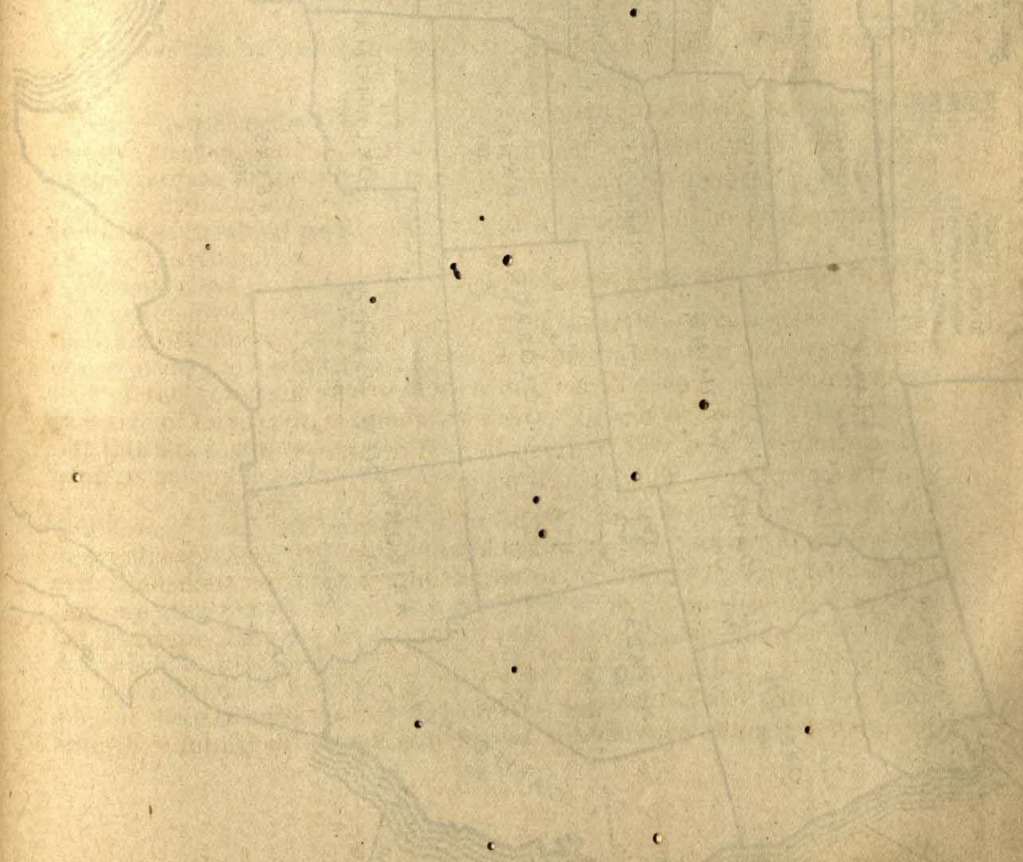
*Encyclopedias.* You will get much help from the encyclopedias in your library. These books have articles about many topics of history and geography. You will find excellent biographies of people and descriptions of places. The various periods of history are also described. The facts given in encyclopedias are carefully checked so you may rely upon the information. These books are helpful when you want to work on oral and written reports or to check information for such activities as plays or panel discussions.

An encyclopedia consists of several volumes. The material is arranged alphabetically; the letter or letters on the back of each volume indicate where you may locate material. When a dash appears between letters, the first letter shows with what letter the material in that volume begins;



the last letter indicates the material with which the volume ends. Names of people are listed according to last name. If you wanted to find Sir Francis Drake, you would look in the volume with D on it. If you cannot find the information you are seeking under one heading, try to think of another under which it might reasonably appear. For instance, if you wanted to find out about the raising of oranges in California, and did not find the desired information under oranges, you could look under California or citrus or fruit.

**23. Using Word Lists.** At the end of each group of activities in *Working with History and Geography* are a list of names and a group of important words which have appeared in the text. These may be used in many different ways. Old-fashioned spelling bee rules may be used, substituting historical names to be identified and vocabulary to be defined. You will also find, as you study this chapter of suggestions, many other ways of using these lists. For example, you will get ideas for drilling on names in Quiz Contests (see #16) or in making your own Historical Who's Who (see Reference Books #22). The words may be used in a Vocabulary Baseball Game, Word Question Box Quiz, etc. (see Current Events #4).





[illegible]

CONNECTICUT  
RHODE ISLAND  
NEW HAMPSHIRE  
MASSACHUSETTS  
NEW YORK

1788  
1790  
1788  
1788  
1788

100 200  
SCALE  
NEW JERSEY  
DELAWARE  
NORTH CAROLINA

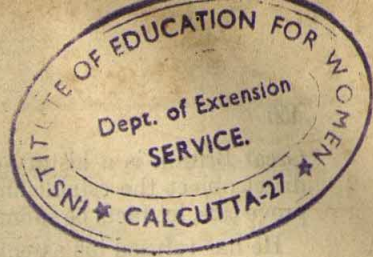
400	50
ES	
	1787
	1787
	1789

PENNSYLVANIA  
MARYLAND  
SOUTH CAROLINA  
GEORGIA  
VIRGINIA

1787  
1788  
1788  
1788  
1788

8





## *Appendix*

### THE DECLARATION OF INDEPENDENCE

In Congress, July 4, 1776

The following preamble and specifications, known as the Declaration of Independence, accompanied the resolution of Richard Henry Lee, which was adopted by Congress on the 2nd day of July, 1776. This declaration was agreed to on the 4th, and the transaction is thus recorded in the Journal for that day:

Agreeably to the order of the day, the Congress resolved itself into a committee of the whole, to take into their further consideration the Declaration; and, after some time, the president resumed the chair, and Mr. Harrison reported that the committee had agreed to a Declaration, which they desired him to report. The Declaration being read, was agreed to as follows:

#### A DECLARATION BY THE REPRESENTATIVES OF THE UNITED STATES OF AMERICA, IN CONGRESS ASSEMBLED

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident—that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and, accordingly, all experience hath shown that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies, and such is now the necessity which constrains them to alter their former systems of government. The history of the present king of



Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operations till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the Legislature—a right inestimable to them, and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the repository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.

He has refused, for a long time after such dissolutions, to cause others to be elected, whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the State remaining, in the meantime, exposed to all the dangers of invasion from without and convulsions within.

He has endeavored to prevent the population of these States; for that purpose obstructing the laws for the naturalization of foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out their substance.

He has kept among us in times of peace, standing armies, without the consent of our Legislatures.

He has affected to render the military independent of, and superior, to, the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitutions, and unacknowledged by our laws; giving his assent to their acts of pretended Legislation;

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these States;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of a trial by jury;

For transporting us beyond seas, to be tried for pretended offences;

For abolishing the free system of English laws in a neighboring Province, establishing therein an arbitrary government, and enlarging its boundaries, so as



to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

For taking away our charters, abolishing our most valuable laws, and altering, fundamentally, the forms of our governments;

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He had abdicated government here, by declaring us out of his protection, and waging war against us.

He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrections among us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury.

A prince whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in our attentions to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them as we hold the rest of mankind, enemies in war; in peace, friends.

We, therefore, the representatives of the United States of America in general Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these colonies, solemnly publish and declare that these united colonies are, and of right ought to be, free and independent States; that they are absolved from all allegiance to the British crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved, and that, as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and



things which independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

JOHN HANCOCK.

#### NEW HAMPSHIRE

Josiah Bartlett,  
William Whipple,  
Matthew Thornton.

#### MASSACHUSETTS BAY

Samuel Adams,  
John Adams,  
Robert Treat Paine,  
Elbridge Gerry.

#### RHODE ISLAND

Stephen Hopkins,  
William Ellery.

#### CONNECTICUT

Roger Sherman,  
Samuel Huntington,  
William Williams,  
Oliver Wolcott.

#### DELAWARE

Caesar Rodney,  
George Read,  
Thomas M'Kean.

#### MARYLAND

Samuel Chase,  
William Paca,  
Thomas Stone,  
Charles Carroll of Carrollton.

#### NEW YORK

William Floyd,  
Philip Livingston,  
Francis Lewis,  
Lewis Morris.

#### NEW JERSEY

Richard Stockton,  
John Witherspoon,  
Francis Hopkinson,  
John Hart,  
Abraham Clark.

#### PENNSYLVANIA

Robert Morris,  
Benjamin Rush,  
Benjamin Franklin,  
John Morton,  
George Clymer,  
James Smith,  
George Taylor,  
James Wilson,  
George Ross.

#### SOUTH CAROLINA

Edward Rutledge,  
Thomas Heyward, Jr.,  
Thomas Lynch, Jr.,  
Arthur Middleton.

#### GEORGIA

Button Gwinnett,  
Lyman Hall,  
George Walton.

#### VIRGINIA

George Wythe,  
Richard Henry Lee,  
Thomas Jefferson,  
Benjamin Harrison,  
Thomas Nelson, Jr.,  
Francis Lightfoot Lee,  
Carter Braxton.

#### NORTH CAROLINA

William Hooper,  
Joseph Hewes,  
John Penn.



## THE TEXT OF THE CONSTITUTION

## THE PREAMBLE

We, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

## ARTICLE I. LEGISLATIVE DEPARTMENT

*Section I. Congress in General*

**The two houses.** All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

*Section II. House of Representatives*

**Election of members.** 1. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislature.

**Qualifications of members.** 2. No person shall be a representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

**Apportionment of representatives and of direct taxes.** 3. Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of representatives shall not exceed one for every thirty thousand, but each State shall have at least one representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three; Massachusetts, eight; Rhode Island and Providence Plantations, one; Connecticut, five; New York, six; New Jersey, four; Pennsylvania, eight; Delaware, one; Maryland, six; Virginia, ten; North Carolina, five; South Carolina, five; and Georgia, three.

**Vacancies.** 4. When vacancies happen in the representations from any State, the executive authority thereof shall issue writs of election to fill such vacancies.

**Officers.** 5. The House of Representatives shall choose their Speaker and other officers; and shall have the sole power of impeachment.



## APPENDIX

*Section III. Senate*

**Number of senators. Election.** 1. The Senate of the United States shall be composed of two senators from each State, chosen by the Legislature thereof, for six years; and each senator shall have one vote. (Repealed in 1913 by Amendment XVII.)

**Classification.** 2. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the senators of the first class shall be vacated at the expiration of the second year; of the second class, at the expiration of the fourth year; and of the third class, at the expiration of the sixth year; so that one third may be chosen every second year, and if vacancies happen by resignation, or otherwise, during the recess of the Legislature of any State, the executive thereof may make temporary appointments until the next meeting of the Legislature, which shall then fill such vacancies. (Modified by Amendment XVII.)

**Qualifications.** 3. No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

**President of Senate.** 4. The Vice-President of the United States shall be president of the Senate, but shall have no vote, unless they be equally divided.

**Officers.** 5. The Senate shall choose their other officers and also a president *pro tempore*, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

**Trials of impeachment.** 6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief-Justice shall preside; and no person shall be convicted without the concurrence of two-thirds of the members present.

**Judgment of convicted officials.** 7. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment, and punishment, according to law.

*Section IV. Both Houses*

**Method of electing members.** 1. The times, places, and manner of holding elections for senators and representatives shall be prescribed in each State by the Legislature thereof; but the Congress may at any time, by law, make or alter such regulations, except as to the place of choosing senators.

**Meetings of Congress.** 2. The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

*Section V. The Houses Separately*

**Organization.** 1. Each house shall be the judge of the elections, returns, and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties, as each house may provide.



**Rules.** 2. Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

**Journal.** 3. Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy, and the yeas and nays of the members of either house, on any question shall, at the desire of one-fifth of those present, be entered on the journal.

**Adjournment.** 4. Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

### *Section VI. Privileges and Disabilities of Members*

**Pay and privileges of members.** 1. The senators and representatives shall receive a compensation for their services, to be ascertained by law and paid out of the treasury of the United States. They shall in all cases, except treason, felony, and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house, they shall not be questioned in any other place.

**Prohibitions on members.** 2. No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased, during such time; and no person holding any office under the United States shall be a member of either House during his continuance in office.

### *Section VII. Mode of Passing Laws*

**Revenue bills.** 1. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments, as on other bills.

**How bills become laws.** 2. Every bill which shall have passed the House of Representatives and the Senate, shall, before it become a law, be presented to the President of the United States; if he approve, he shall sign it, but if not, he shall return it, with his objections, to that house in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If, after such reconsideration, two-thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two-thirds of that house, it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

**Orders, resolutions, etc.** 3. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or, being



disapproved by him, shall be repassed by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

### *Section VIII. Powers granted to Congress*

**Powers granted to Congress.** The Congress shall have power:

1. To lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defence and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States;
  2. To borrow money on the credit of the United States;
  3. To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;
  4. To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;
  5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;
  6. To provide for the punishment of counterfeiting the securities and current coin of the United States;
  7. To establish post-offices and post-roads;
  8. To promote the progress of science and useful arts, by securing, for limited times, to authors and inventors the exclusive right to their respective writings and discoveries;
  9. To constitute tribunals inferior to the Supreme Court;
  10. To define and punish piracies and felonies committed on the high seas, and offences against the law of nations;
  11. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;
  12. To raise and support armies; but no appropriation of money to that use shall be for a longer term than two years;
  13. To provide and maintain a navy;
  14. To make rules for the government and regulation of the land and naval forces;
  15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;
  16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;
  17. To exercise exclusive legislation in all cases whatsoever over such district (not exceeding ten miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the Legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dock-yards, and other needful buildings;—And
- Implied powers.** 18. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officers thereof.



*Section IX. Powers denied to the United States*

**Powers prohibited to Congress.** 1. The migration or importation of such persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

2. The privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

3. No bill of attainder or *ex post facto* law shall be passed.

4. No capitation or other direct tax shall be laid, unless in proportion to the census or enumeration hereinbefore directed to be taken. (Extended by Amendment XVI.)

5. No tax or duty shall be laid on articles exported from any State.

6. No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another; nor shall vessels bound to, or from, one State, be obliged to enter, clear, or pay duties in another.

7. No money shall be drawn from the treasury but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

8. No title of nobility shall be granted by the United States: And no person holding any office of profit or trust under them, shall, without the consent of Congress, accept of any present, emolument, office, or title of any kind whatever, from any king, prince, or foreign State.

*Section X. Powers denied to the States*

**Absolute prohibitions on the States.** 1. No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, *ex post facto* law, or law impairing the obligation of contracts, or grant any title of nobility.

**Conditional prohibitions on the States.** 2. No State shall, without the consent of the Congress, lay any impost or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and impost, laid by any State on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

3. No State shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war, in time of peace, enter into any agreement or compact with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

## ARTICLE II. EXECUTIVE DEPARTMENT

*Section I. President and Vice-President*

**Term.** 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during a term of four years, and, together with the Vice-President, chosen for the same term, be elected as follows:

**Electors.** 2. Each State shall appoint, in such manner as the Legislature thereof may direct, a number of electors, equal to the whole number of senators



and representatives to which the State may be entitled in the Congress; but no senator or representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

**Proceedings of electors and of Congress.** 3. (The electors shall meet in their respective States, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same State with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then, from the five highest on the list, the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the States, and a majority of all the States shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.) (Superseded by the Twelfth Amendment.)

**Time of choosing electors.** 4. The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

**Qualifications of President.** 5. No person except a natural-born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years resident within the United States.

**Vacancy.** 6. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President; and such officer shall act accordingly until the disability be removed, or a President shall be elected.

**Salary.** 7. The President shall, at stated times, receive for his services a compensation which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

**Oath of office.** 8. Before he enter on the execution of his office, he shall take the following oath or affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States."



*Section II. Powers of the President*

**Military powers. Reprieves and pardons.** 1. The President shall be commander-in-chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices; and he shall have power to grant reprieves and pardons for offences against the United States, except in cases of impeachment.

**Treaties. Appointments.** 2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the Senate shall appoint, ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of department.

**Filling of vacancies.** 3. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

*Section III. Duties of the President*

**Message. Convening of Congress.** He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

*Section IV. Impeachment*

**Removal of officers.** The President, Vice-President, and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

## ARTICLE III. JUDICIAL DEPARTMENT

*Section I. United States Courts*

**Courts established. Judges.** The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation which shall not be diminished during their continuance in office.

*Section II. Jurisdiction of the United States Courts*

**Federal courts in general.** 1. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority;—to all cases affect-



ing ambassadors, other public ministers, and consuls;—to all cases of admiralty and maritime jurisdiction;—to controversies to which the United States shall be a party;—to controversies between two or more States; between a State and citizens of another State;—between citizens of different States;—between citizens of the same State claiming lands under grants of different States, and between a State or the citizens thereof, and foreign states, citizens, or subjects. (Modified by the Eleventh Amendment.)

**Supreme Court.** 2. In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be a party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions and under such regulations as the Congress shall make.

**Trials.** 3. The trial of all crimes, except in cases of impeachment, shall be by jury, and such trial shall be held in the State where the said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

### *Section III. Treason*

**Definition of treason.** 1. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason, unless on the testimony of two witnesses to the same overt act, or on confession in open court.

**Punishment.** 2. The Congress shall have power to declare the punishment of treason; but no attainder of treason shall work corruption of blood, or forfeiture, except during the life of the person attainted.

## ARTICLE IV. THE STATES AND THE FEDERAL GOVERNMENT

### *Section I. State Records*

**Official acts.** Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State; and the Congress may by general laws prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

### *Section II. Privileges of Citizens, etc.*

**In general.** 1. The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

**Fugitives from justice.** 2. A person charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall, on demand of the executive authority of the State from which he fled, be delivered up, to be removed to the State having jurisdiction of the crime.

**Fugitive slaves.** 3. No person held to service or labor in one State, under the laws thereof, escaping into another, shall in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.

### *Section III. New States and Territories*

**How States are admitted.** 1. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States, or parts of States, without the consent of the Legislatures of the States concerned as well as of the Congress.



**Territory and property of the United States.** 2. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular State.

#### *Section IV. Guarantee to the States*

**Protection of the States.** The United States shall guarantee to every State in this Union a republican form of Government, and shall protect each of them against invasion, and on application of the Legislature, or of the executive (when the Legislature cannot be convened), against domestic violence.

#### ARTICLE V. POWER OF AMENDMENT

**How amendments are proposed and ratified.** The Congress, whenever two-thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the Legislatures of two-thirds of the several States, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the Legislatures of three-fourths of the several States, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

#### ARTICLE VI. GENERAL PROVISIONS

**Public debt.** 1. All debts contracted, and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

**Supremacy of the Constitution.** 2. This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.

**Oath of office. Religious test.** 3. The senators and representatives before mentioned, and the members of the several State Legislatures, and all executive and judicial officers, both of the United States and of the several States, shall be bound by oath or affirmation to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

#### ARTICLE VII. RATIFICATION OF THE CONSTITUTION

**Ratification.** The ratification of the conventions of nine States shall be sufficient for the establishment of this Constitution between the States so ratifying the same. Done in convention, by the unanimous consent of the States present, the seventeenth day of September, in the year of our Lord one thousand seven hundred and eighty-seven, and of the independence of the United States of America the twelfth. In witness whereof we have hereunto subscribed our names.

GEO. WASHINGTON,  
*President, and Deputy from Virginia.*



*New Hampshire*

John Langdon,  
Nicholas Gilman.

*Massachusetts*

Nathaniel Gorham,  
Rufus King.

*Connecticut*

William Samuel Johnson,  
Roger Sherman.

*New York*

Alexander Hamilton.

*New Jersey*

William Livingston,  
David Brearley,  
William Paterson,  
Jonathan Dayton.

*Pennsylvania*

Benjamin Franklin,  
Thomas Mifflin,  
Robert Morris,  
George Clymer,  
Thomas Fitzsimons,  
Jared Ingersoll,  
James Wilson,  
Gouverneur Morris.

*Delaware*

George Read,  
Gunning Bedford, Jr.,  
John Dickinson,  
Richard Bassett,  
Jacob Broom.

*Maryland*

James McHenry,  
Daniel of St. Thomas Jenifer,  
Daniel Carroll.

*Virginia*

John Blair,  
James Madison, Jr.

*North Carolina*

William Blount,  
Richd. Dobbs Spaight,  
Hugh Williamson.

*South Carolina*

John Rutledge,  
Charles Cotesworth Pinckney,  
Charles Pinckney,  
Pierce Butler.

*Georgia*

William Few,  
Abraham Baldwin.

Attest: WILLIAM JACKSON, Secretary.

Articles in addition to, and amendment of, the Constitution of the United States of America, proposed by Congress, and ratified by the legislatures of the several States pursuant to the fifth article of the original Constitution.

## AMENDMENTS TO THE CONSTITUTION

## ARTICLE I

**Religion, speech, press, assembly, petition.** Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

## ARTICLE II

**Militia.** A well-regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.



## ARTICLE III

**Soldiers.** No soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

## ARTICLE IV

**Unreasonable searches.** The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

## ARTICLE V

**Criminal prosecutions.** No person shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war and public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor to be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

## ARTICLE VI

**Speedy and public trial.** In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

## ARTICLE VII

**Suits at common law.** In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

## ARTICLE VIII

**Bail and punishments.** Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

## ARTICLE IX

**Reserved rights.** The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

## ARTICLE X

**Reserved powers.** The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people. (The first ten amendments were adopted before the close of 1791.)



## APPENDIX

## ARTICLE XI

**Suit against States.** The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign State. (Adopted in 1798.)

## ARTICLE XII

**Method of electing the President.** 1. The electors shall meet in their respective States, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President; and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the president of the Senate;—the president of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted;—the person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.

**The Vice-President.** 2. The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of electors appointed; and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of senators, and a majority of the whole number shall be necessary to a choice.

**Ineligibility.** 3. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States. (Adopted in 1804.)

## ARTICLE XIII

**Slavery abolished.** 1. Neither slavery nor involuntary servitude, except as a punishment for crime, whereof the person shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

2. Congress shall have power to enforce this article by appropriate legislation. (Adopted in 1865.)



## ARTICLE XIV

**Negroes made citizens.** 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

**Apportionment of representatives.** 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, representatives in Congress, the executive or judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age and citizens of the United States, or in any way abridged except for participation in rebellion or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

**Ineligibility of certain people.** 3. No person shall be a senator or representative in Congress, or elector of President or Vice-President; or hold any office, civil or military, under the United States, or under any State, who having previously taken an oath as a member of Congress, or as an officer of the United States, or as a member of any State Legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may, by a vote of two-thirds of each house, remove such disability.

**Validity of the public debt.** 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations, and claims shall be held illegal and void.

**Enforcement.** 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article. (Adopted in 1868.)

## ARTICLE XV

**Negroes made voters.** 1. The rights of citizens of the United States to vote shall not be denied or abridged by the United States, or by any State, on account of race, color, or previous condition of servitude.

**Enforcement.** 2. The Congress shall have power to enforce this article by appropriate legislation. (Adopted in 1870.)

## ARTICLE XVI

**Income tax.** 1. The Congress shall have power to lay and collect taxes on incomes from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration. (Ratified in 1913.)



## APPENDIX

## ARTICLE XVII

**Direct election of senators.** 1. The Senate of the United States shall be composed of two senators from each State, elected by the people thereof, for six years; and each senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislature.

**Filling vacancies.** 2. When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided that the Legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

**When valid.** 3. This amendment shall not be so construed as to affect the election or term of any senator chosen before it becomes valid as part of the Constitution. (Ratified in 1913.)

## ARTICLE XVIII

**Prohibition.** 1. After one year from the ratification of this article, the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from, the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

**Enforcement.** 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

**When valid.** 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the Legislatures of the several States, as provided in the Constitution, within seven years of the submission thereof to the States by the Congress. (Ratified in 1919.)

## ARTICLE XIX

**Woman suffrage.** 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States, or by any State, on account of sex.

**Enforcement.** 2. Congress shall have power, by appropriate legislation, to enforce the provisions of this article. (Ratified in 1920.)

## ARTICLE XX

**When terms end.** 1. The terms of the President and Vice-President shall end at noon on the twentieth day of January, and the terms of senators and representatives at noon on the third day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

**When Congress assembles.** 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the third day of January, unless they shall by law appoint a different day.

**Vacancy.** 3. If, at the time fixed for the beginning of the term of the President, the President-elect shall have died, the Vice-President-elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President-elect shall have failed to qualify, then the Vice-President-elect shall act as President until a President shall have



qualified; and the Congress may by law provide for the case wherein neither a President-elect nor a Vice-President-elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them.

**When effective.** 5. Sections 1 and 2 shall take effect upon the fifteenth day of October following the ratification of this article. (October, 1933.)

**When valid.** 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the Legislatures of three-fourths of the several States within seven years from the date of its submission.

### ARTICLE XXI

**Repeal.** 1. The 18th article of the Amendments to the Constitution of the United States is hereby repealed.

**Protection of "dry" states.** 2. The transportation or importation into any State, Territory, or Possession of the United States for delivery or use therein of intoxicating liquor, in violation of the laws thereof, is hereby prohibited. (Effective December 5, 1933.)

**When valid.** 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution within seven years from the date of submission hereof to the States by the Congress.



# THE STATES OF THE UNION

No.	STATE	ADMITTED	NICKNAME	CAPITAL
1	Delaware	Original States	Blue Hen	Dover
2	Pennsylvania		Keystone	Harrisburg
3	New Jersey		Garden	Trenton
4	Georgia		Empire State of the South	Atlanta
5	Connecticut		Nutmeg	Hartford
6	Massachusetts		Bay	Boston
7	Maryland		Old Line	Annapolis
8	South Carolina		Palmetto	Columbia
9	New Hampshire		Granite	Concord
10	Virginia		Old Dominion	Richmond
11	New York		Empire	Albany
12	North Carolina		Turpentine	Raleigh
13	Rhode Island		Little Rhody	Providence
14	Vermont	1791	Green Mountain	Montpelier
15	Kentucky	1792	Blue Grass	Frankfort
16	Tennessee	1796	Volunteer	Nashville
17	Ohio	1803	Buckeye	Columbus
18	Louisiana	1812	Creole	Baton Rouge
19	Indiana	1816	Hoosier	Indianapolis
20	Mississippi	1817	Magnolia	Jackson
21	Illinois	1818	Prairie	Springfield
22	Alabama	1819	Cotton	Montgomery
23	Maine	1820	Pine Tree	Augusta
24	Missouri	1821	Show Me	Jefferson City
25	Arkansas	1836	Bear	Little Rock
26	Michigan	1837	Wolverine	Lansing
27	Florida	1845	Land of Flowers	Tallahassee
28	Texas	1845	Lone Star	Austin
29	Iowa	1846	Hawkeye	Des Moines
30	Wisconsin	1848	Badger	Madison
31	California	1850	Golden	Sacramento
32	Minnesota	1858	Gopher	St. Paul
33	Oregon	1859	Beaver	Salem
34	Kansas	1861	Sunflower	Topeka
35	West Virginia	1863	Mountain	Charleston
36	Nevada	1864	Silver	Carson City
37	Nebraska	1867	Cornhusker	Lincoln
38	Colorado	1876	Silver	Denver
39	North Dakota	1889	Flickertail	Bismarck
40	South Dakota	1889	Sunshine	Pierre
41	Montana	1889	Treasure	Helena
42	Washington	1889	Evergreen	Olympia
43	Idaho	1890	Gem	Boise
44	Wyoming	1890	Equality	Cheyenne
45	Utah	1896	Mormon	Salt Lake City
46	Oklahoma	1907	Sooner	Oklahoma City
47	New Mexico	1912	Sunshine	Santa Fe
48	Arizona	1912	Sunset	Phoenix

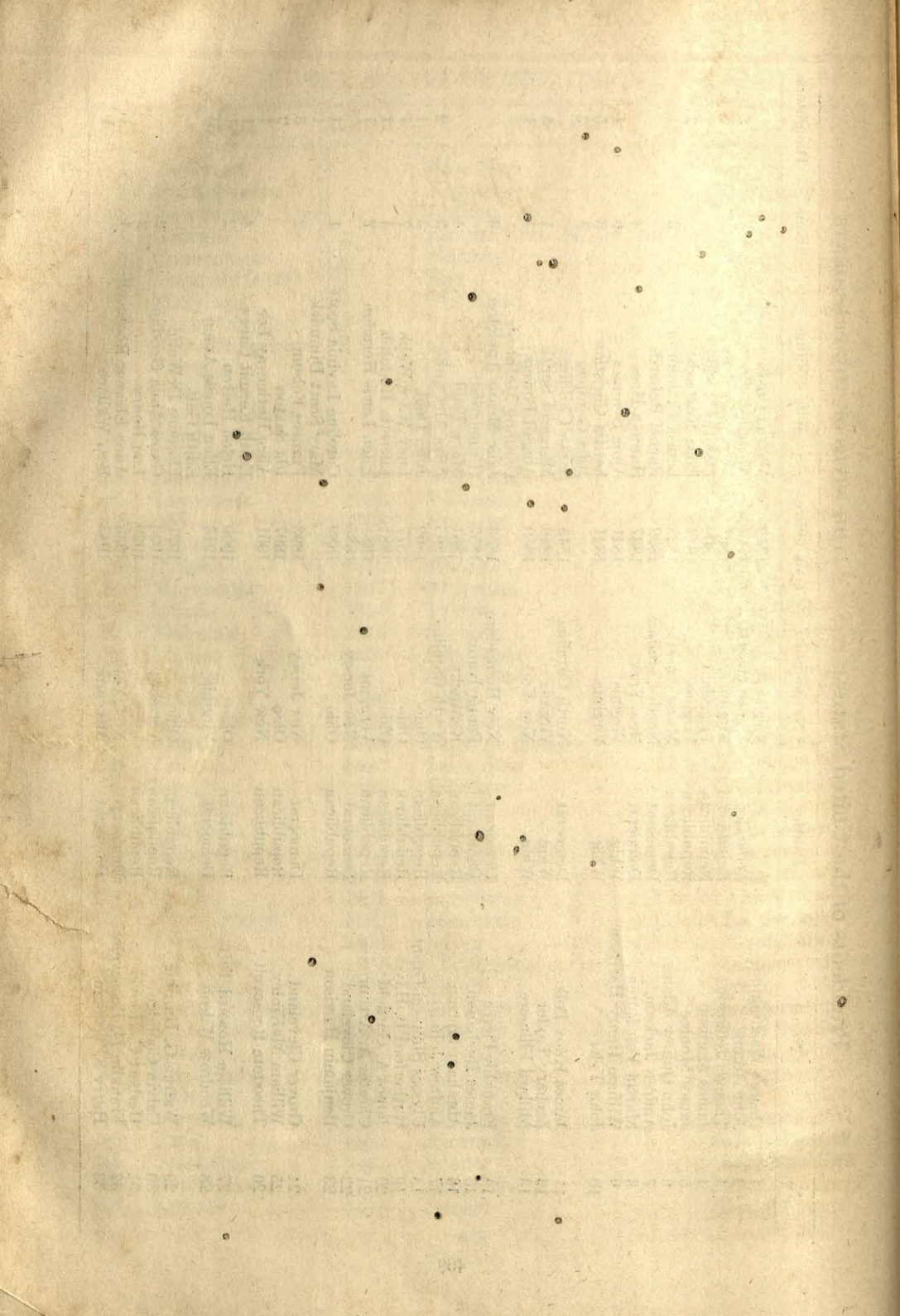


# Presidents of the United States

## THE WIVES OF THE PRESIDENTS

No.	Name	Politics	Native State	Took Office	Wife's Name	Sons	Daughters
1	George Washington		Virginia	1789	Martha Custis	0	2
2	John Adams	Federalist	Massachusetts	1797	Abigail Smith	3	5
3	Thomas Jefferson	Republican	Virginia	1801	Martha Skelton	1	
4	James Madison	Republican	Virginia	1809	Dorothy Todd		2
5	James Monroe	Republican	Virginia	1817	Eliza Kortright	3	1
6	John Quincy Adams	Republican	Massachusetts	1825	Louisa C. Johnson		
7	Andrew Jackson	Democrat	North Carolina	1829	Rachel Robards		
8	Martin Van Buren	Democrat	New York	1837	Hannah Hoes	4	4
9	William Henry Harrison	Whig	Virginia	1841	Anna Symmes	6	5
10	John Tyler	Whig	Virginia	1841	Letitia Christian	3	2
					Julia Gardiner	5	
					Sarah Childress		
11	James Knox Polk	Democrat	North Carolina	1845	Margaret Smith	1	5
12	Zachary Taylor	Whig	Virginia	1849	Abigail Powers	1	1
13	Millard Fillmore	Whig	New York	1850	Caroline McIntosh		
					Jane Means Appleton	3	
14	Franklin Pierce	Democrat	New Hampshire	1853	(Unmarried)		
15	James Buchanan	Democrat	Pennsylvania	1857	Mary Todd	4	2
16	Abraham Lincoln	Republican	Kentucky	1861	Eliza McCordle	3	3
17	Andrew Johnson	Republican	North Carolina	1865	Julia Dent	3	1
18	Ulysses Simpson Grant	Republican	Ohio	1869	Lucy Ware Webb	7	1
19	Rutherford B. Hayes	Republican	Ohio	1877	Lucretia Radolph	4	1
20	James A. Garfield	Republican	Ohio	1881	Ellen Lewis Herndon	2	1
21	Chester A. Arthur	Republican	Vermont	1881			
22	Grover Cleveland	Democrat	New Jersey	1885	Caroline Lavinia Scott	1	1
23	Benjamin Harrison	Republican	Ohio	1889	Mary Scott Dimmick	1	1
					Frances Folsom	2	3
24	Grover Cleveland	Democrat	New Jersey	1893	Ida Saxton	3	2
25	William McKinley	Republican	Ohio	1897	Alice Hathaway Lee	1	1
26	Theodore Roosevelt	Republican	New York	1901	Edith Kermit Carow	4	1
					Helen Herron	2	1
27	William Howard Taft	Republican	Ohio	1909	Ellen Louise Axson		3
28	Woodrow Wilson	Democrat	Virginia	1913	Edith Galt		
					Florence De Wolfe	2	
29	Warren G. Harding	Republican	Ohio	1921	Grace Anna Goodhue	2	
30	Calvin Coolidge	Republican	Vermont	1923	Lou Henry	2	
31	Herbert C. Hoover	Republican	Iowa	1929	Anna Eleanor Roosevelt	4	1
32	Franklin D. Roosevelt	Democrat	New York	1933	Bess Wallace		1
33	Harry S. Truman	Democrat	Missouri	1945			







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